

International Maarif Schools of Australia - Gallipoli Campus

Design Analysis Report

JULY 2018

P M D L 



INTERNATIONAL MAARIF
SCHOOLS OF AUSTRALIA
GALLIPOLI CAMPUS



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Based on the nswGovernment Architect Office, “Better Placed Policy”, the Educational SEPP “Design Quality Principles” and the requirements of the SEARs, this report has been prepared to summarise the process, responses and incorporation of design objectives in the proposed new International Maarif Schools of Australia, Gallipoli Campus.

IMSA INTRODUCTION

Philosophy

International Maarif Schools of Australia (IMSA) aims to be an independent coeducational school offering educational programs endorsed and approved by the relevant authorities both at State and Federal levels from Kindergarten to Year 12. The aim of the school is to provide its students the best possible education in the best possible environment so that they are able to achieve the best possible educational outcomes.

IMSA believes the journey to success requires dynamic community engagement supported by organised vision with strong leadership. The philosophy is an inter-dependent student engagement promoting growth around values and morals. IMSA believe that the use of real life examples of imagery and storytelling is the core philosophy in our teaching. Religion and culture has been passed on through generation to generation using the same method. This makes this a timeless approach.

Mission

The mission of the IMSA is to carry out comprehensive training activities based on the following:

- A common accumulation of wealth, of knowledge and of humanity all over the world.
- The wisdom of the tradition of schooling in Australia where staff, students and the parents work hand in hand to achieve academic spiritual and emotional excellence.
- Developing a commitment to lifelong learning. The core values of the school are; safety, fairness, respect, learning, relationship and commitment.

IMSA also acknowledges the constant changing nature of our world and hope to change with the timely events to promote the timeless values of humility and compassion.

Values & Vision

The vision of International Maarif Schools of Australia is to become a leading educational institution in the field of teaching and learning, where students are educated to be virtuous individuals in a quality, positive, productive and safe environment and well equipped to use their knowledge and wisdom for the peace and tranquillity of humanity.

Knowledge

- Educational excellence.
- Self confidence.

Tranquillity

- Through religion and mindfulness.
- Passion for professionalism.

Inter-Dependence

- Skill to be independent thinkers.
- Navigating the world through networking.

THE IMSA PROPOSAL

Through extensive consultation and a collaborative process with client, educators, authorities and the design team, the proposed design has undergone an iterative design evolution.

The proposal

The proposed IMSA Gallipoli Campus will cater to students from years K to 12 in an integrated education campus. The design is to cater for 728 students as a two stream school to meet the growing need for an educational facility which services its local community in the same faith and culture. The three storey urban proposal incorporates primary and secondary general, specialist and support facilities organised around a central community heart.

The proposed school site at 2 Percy Street, Auburn has a strong sense of connection being in close proximity to the Gallipoli Mosque and good access to supporting local and community services such as sporting & recreational facilities.

The proposal goes beyond a collection of classrooms and corridors, to develop a strong sense of community both internally and externally.

The Architecture + Pedagogy

The design reflects the educational philosophy of the School. Contemporary spaces for teaching and learning offer agility and flexibility to accommodate a variety of groups, learning styles and settings.

The design is based on considered responses to the needs of teachers and learners, founded in research, and built on experience.

Ultimately, the greatest contributor to learning outcomes is the quality of teaching. The architecture is to support, stimulate and provide opportunities for teachers and learners to excel and should reflect a positive, professional, collaborative environment.

Contemporary Learning

The proposed facilities anticipate the changing requirements of learning environments whilst reinforcing a strong sense of place and spirit for the School, and the groups within it. The design also anticipates the requirements of a campus being occupied during staged construction.

Place and space

It is important to start with what we know. Accepting the theory of architectural determinism, that physical environments influence human behaviour, the proposal draws on research which identifies the critical environmental factors that impact learning. Some of these, such as light and air quality, are quantifiable whilst others are more subtle. For example, we know that learners who feel safe and secure, as well as stimulated, achieve better outcomes, and as architects we understand the spatial qualities that promote this.

With technology as an enabler, contemporary learning focuses on personalised learning, collaboration and creativity. These qualities are not promoted by traditional, didactic spaces.

A Professional Workplace

We recognise that the quality of teaching is the greatest contributor to learning outcomes, and that the School is their workplace. Acknowledging the needs of the teaching cohort to develop their practice, increasingly in collaborative settings, is key to developing their professional workplace.

This strategy also increases the School's ability to attract and retain high quality teaching staff in a competitive marketplace.

Sustainability

Schools have unique opportunities in adopting principles of sustainable design, due to their long term stewardship and occupation of their facilities, and the importance of whole of life cost and impact issues. Equally significant is the school's central position in the community, and the opportunity to lead by example is demonstrating these values. These principles have been embodied from the commencement of the design process for this proposal.

BRIEF

Specific qualitative & quantitative needs

A sound and considered brief developed through extensive consultation is the key to the success of the project, enriching the design process and providing a basis for cost planning. The deep questioning has yielded a more comprehensive design. Defining the quality and ambitions / vision has been as critical as the quantity of space.

Using analysis tools, we quantified the capacity and opportunities of the site. The brief provided an objective, quantified account of space needs, which we then reviewed against site planning in developing concept options.

Key issues to be considered include:

- Existing and future space needs.
- Identity and place making requirements.
- Learning organisation and relationships.
- Funding and financial constraints.
- The physical context, including site, facilities, open space, and spatial needs.
- Life cycle.
- Environmental targets.
- Learning settings and styles together with educational organisational objectives.
- Learner centred and innovative design.
- Age and student appropriate spaces.
- Safety and comfort.
- Access and equity.
- Agility and flexibility.
- Cost effectiveness.
- Environmental sustainability.

Specific needs

- Contemporary teaching and learning facilities.
- High quality staff support, study and collaboration spaces.
- Anticipating the potential for change and growth.
- Celebration and display of cultural philosophy and vision.

Community needs

It was identified that key to School operations is a strong sense of community and need to have a variety of spaces and facilities that support various group sizes.

- Parents – ad hoc meeting space, am and pm.
- Staff - communal and study spaces facilitating collaboration and cross disciplinary activities; lounge/casual meeting/relaxation/retreat spaces for staff - Senior and Junior; professional development spaces and resources.

Student needs

- Assemblies
- House and year meetings.
- Functions.
- Examinations.
- Collaboration and maker spaces.
- Active and passive recreation spaces.
- Places for quiet, reflection and points of repose.
- Presentation, performance, celebration spaces.

Functionality issues

- Agile and flexible teaching and learning spaces.
- Strong connections and circulation encouraging student flow and movement as well as offering opportunities for extension of learning and socialisation.
- Cultural hub.
- Informal teaching and learning and socialisation spaces blurring the lines between classroom, formal/informal learning, socialisation and recreation.
- Opportunity to share space/resources across Primary and Secondary Schools.
- Specialist space opportunities integrating potential for cross disciplinary uses, clean and dirty, maker and collaborative spaces.
- Space for a meeting/celebration/performance.

General ambitions

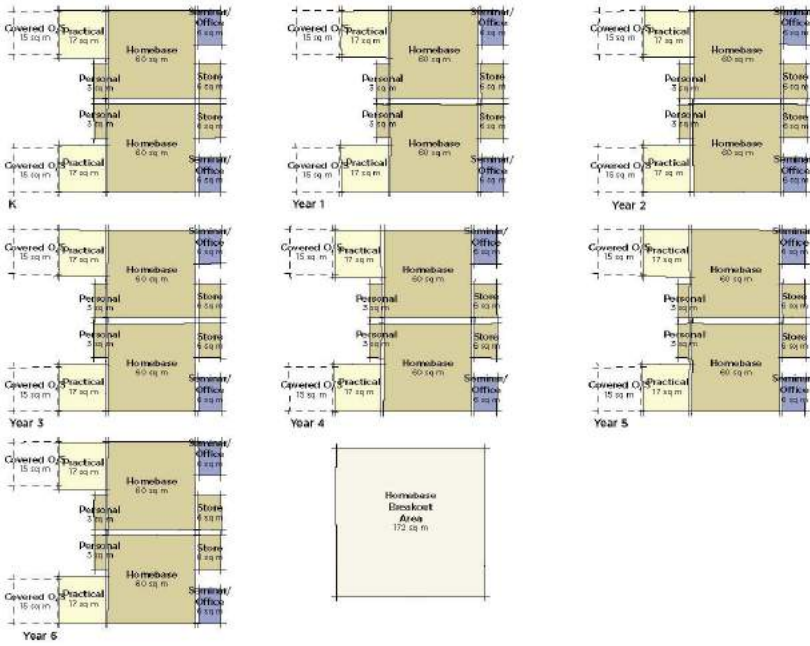
The evolution of the campus must:

- Create an overall sense of campus amenity.
- Maintain views within and to the facilities.
- Connect to and from other nearby Turkish community facilities.
- Exploit the site location adjacent to Wyatt Park and seek partnerships with Council and the community.
- Create equitable access around the campus.
- Create a sense of “front door” and welcome.
- Celebrate the teaching and learning through organisation, transparency and connection.
- Create a genuine “sense of place” reinforcing the School ethos and values in the physical.

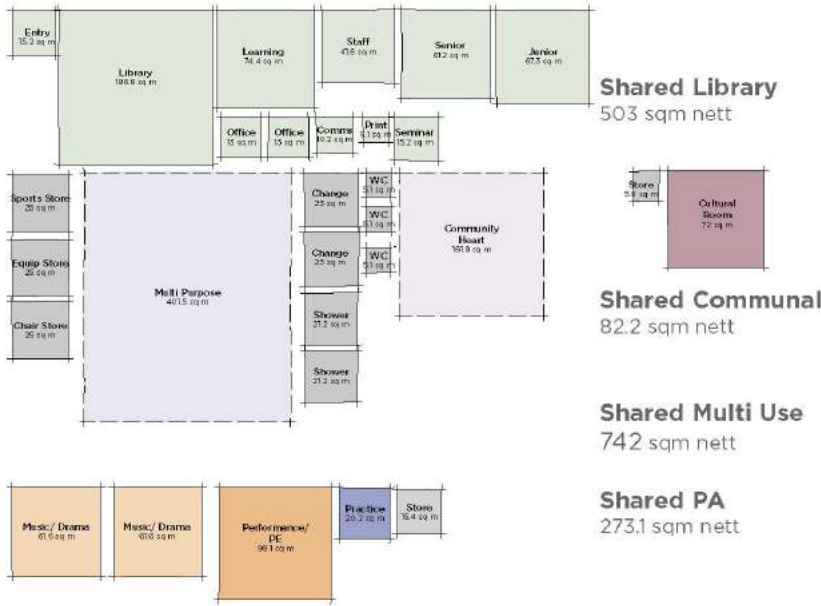
ACCOMMODATION SCHEDULE

Summary areas

ITEM	NETT SQM
Primary	1,462
Secondary	2,379.8
Admin	351.6
Staff	320.5
Library	503
Community	1,097.3
Support	444.4
IMSA Offices	250
Total	6,808.6



Primary Teaching and Learning
1,462 sqm nett excl covered space

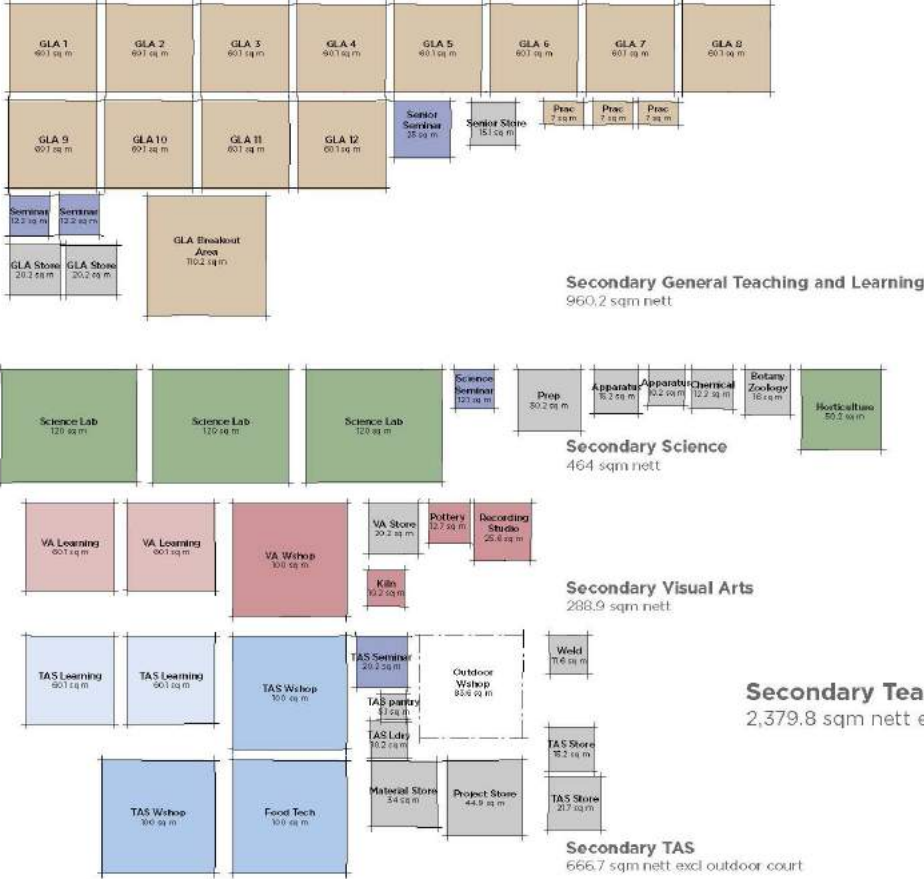


Shared Library
503 sqm nett

Shared Communal
82.2 sqm nett

Shared Multi Use
742 sqm nett

Shared PA
273.1 sqm nett



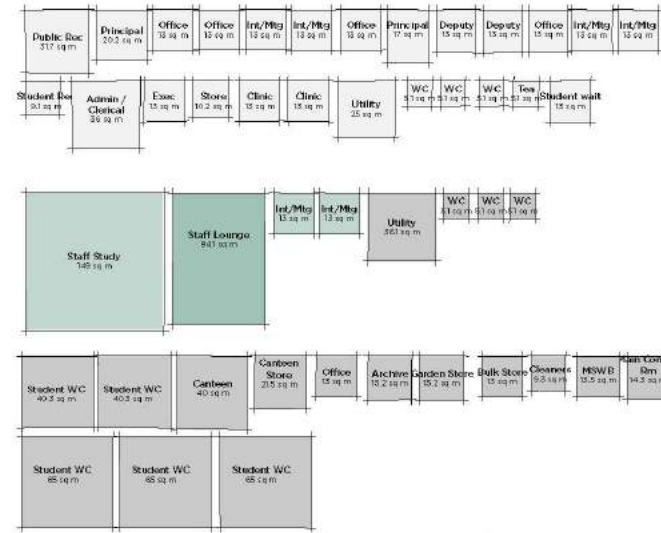
Secondary General Teaching and Learning
960.2 sqm nett

Secondary Science
464 sqm nett

Secondary Visual Arts
288.9 sqm nett

Secondary Teaching and Learning
2,379.8 sqm nett excl covered space

Secondary TAS
666.7 sqm nett excl outdoor court



Shared Admin
351.6 sqm nett excl outdoor court

Shared Staff
320.5 sqm nett excl outdoor court

Shared Support
444.4 sqm nett excl outdoor court



IMSA Offices
250 sqm nett

SITE CONTEXT



The proposed site at 2 Percy St Auburn is situated in a precinct with a range of different uses.

The site is immediately bound by residential properties, the railway line and Wyatt Park. Slightly beyond, is the iconic Gallipoli Mosque, future high rise residential development and community sporting facilities. Further beyond the site, is Auburn Local Business Centre, Auburn train station, Light Industry, Lidcombe Park and Olympic Drive.

THE SITE



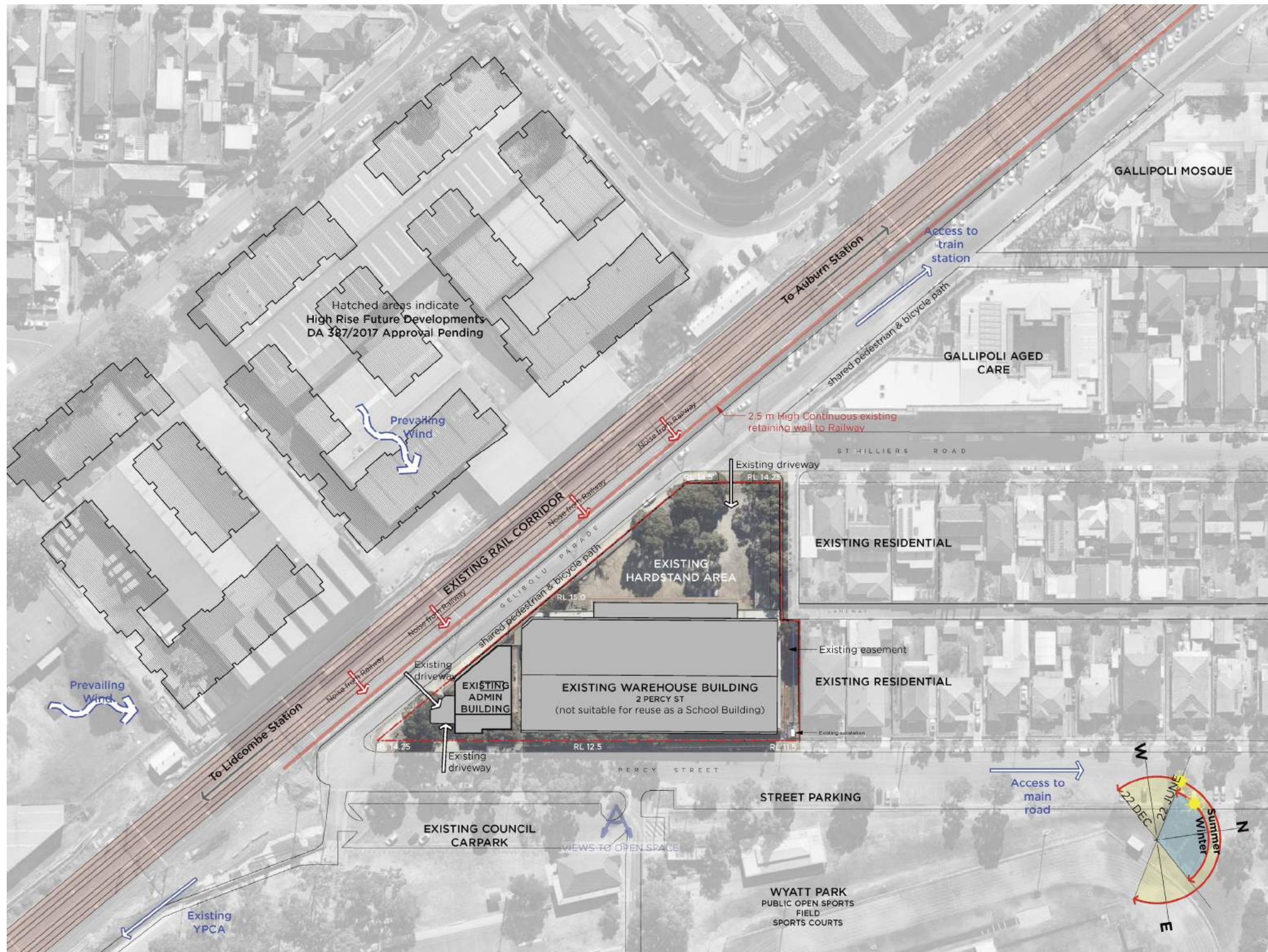
The proposed site comprises approximately 7,142 sqm area and is currently occupied by some industrial structures.

After review, the existing structures are not suited to conversion to appropriate teaching and learning spaces and will be replaced by purpose designed and built facilities.

The existing corner administration building provides the opportunity for initial school establishment by simple conversion and fit out, but will be replaced in later stages.

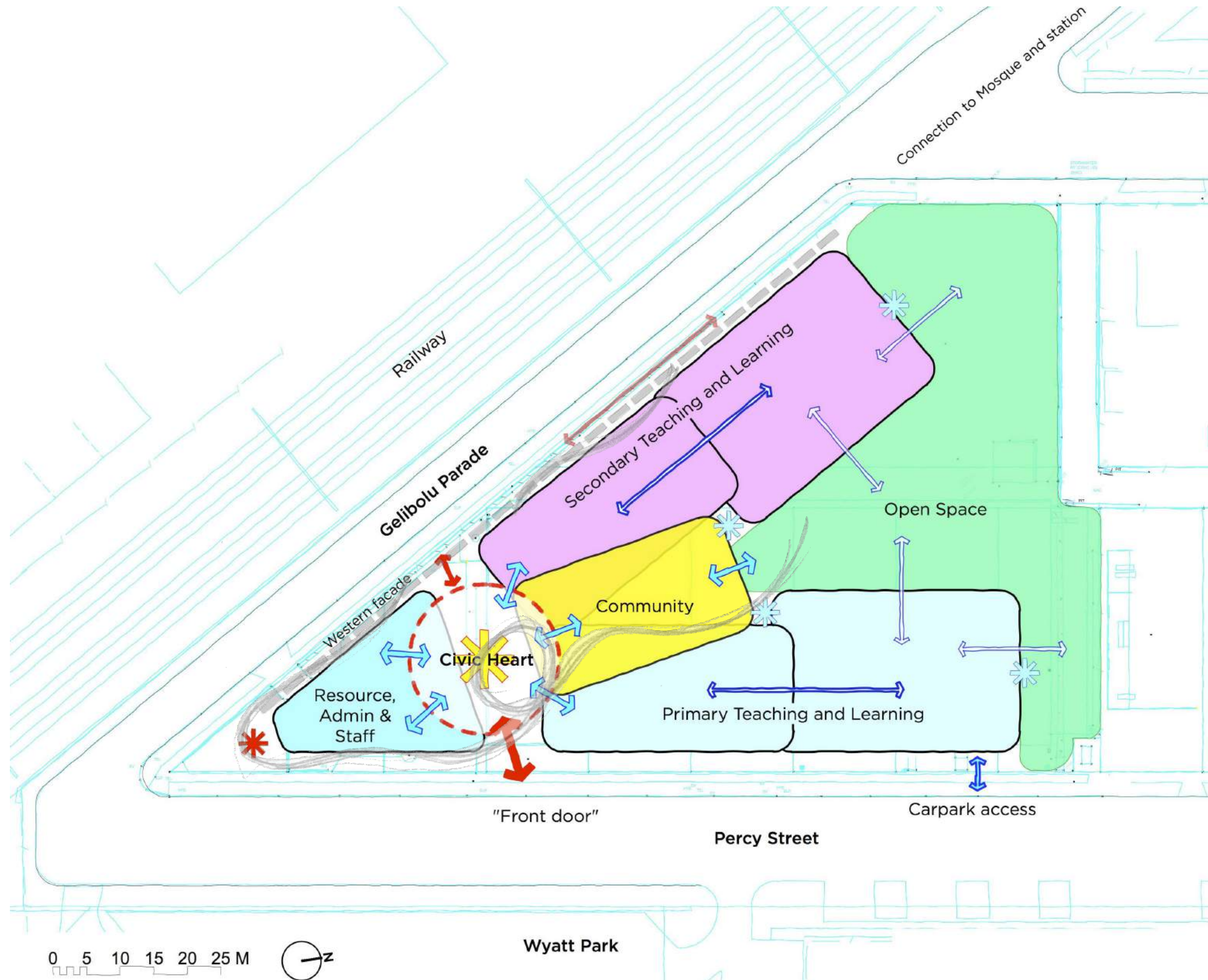


SITE ANALYSIS



- The site is largely level with some minor falls to the North East corner.
- The existing rail corridor to the South West is a noise source, the amenity impacts of which will require mitigation.
- The built form and layout of the existing industrial structures do not support the required spans or heights required by a contemporary school environment. Modification to the existing structures is considered too extensive and costly to be a viable solution.
- The site is bounded by existing and future residential use except to the east where it is bounded by Wyatt Park, a significant community open space featuring playing and community facilities.
- Traffic access is restricted to the precinct given surrounding major roads & the railway. Essential to the overall School approval and operation will be the traffic management strategy that looks beyond the School and enhances community amenity.
- The existing iconic Gallipoli Mosque is located within two blocks to the north west and the three storey Gallipoli Aged Care facility is located across St Hilliers Road.
- The site features desirable open views and aspect onto the adjacent Wyatt park and community facilities.
- Residential properties to the north are single and double storey. Opportunities of using the northerly aspect for recreation spaces is desirable and respects curtilages of the adjacent residential properties.
- Future high rise (25 storey) residential development is proposed on the western side of railway line, immediately adjacent the site.
- The north east corner of the site is identified as having minor potential flood issues.
- There is good pedestrian access from street level onto the site from all directions and the access to rail transport is immediate.

SITE PLANNING CONCEPT



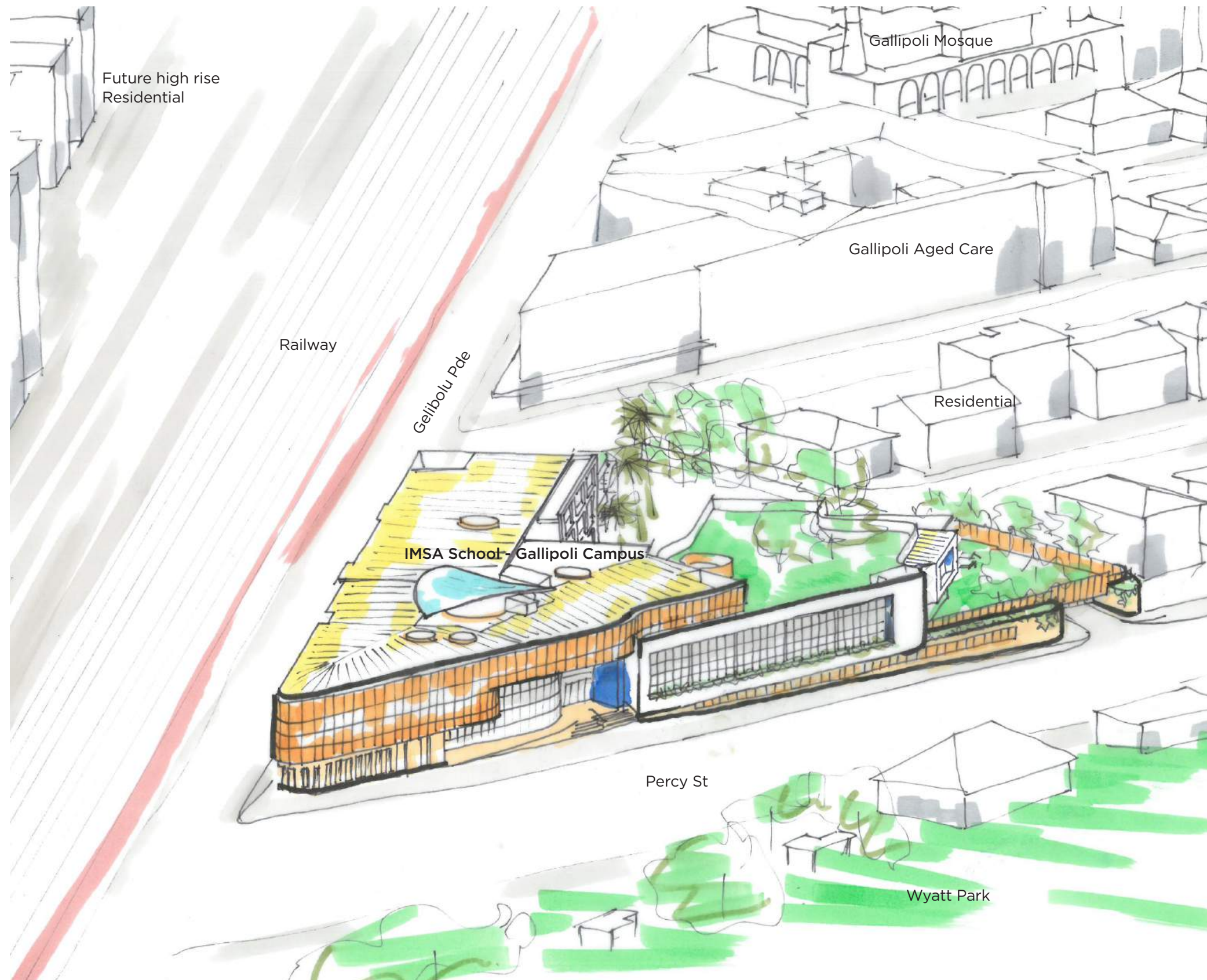
Considering the site surroundings and characteristics, there are a number of elements that the operation and design of the school can take advantage of.

The location of the school on a corner lot, where both of the streets have their own peculiarities, allows the building to have a unique identity. Percy Street, with Wyatt Park adjacent, brings the advantage of open views and connection to parking and recreation space. This advantage has been used in the placement of the main access to the School with the front door positioned to provide a welcoming entry to the heart of the school. Gelibolu Parade, fronting the railway line and proposed 25 storey future residential development, and within walking distance of the Gallipoli Mosque provides a secondary entry to the heart of the building and a services entry to the playground.

The two main entries feed into a central heart, a community space and main circulation node. It is from this quality central space that all the other arteries emerge, being the Primary along Percy Street, High School along Gelibolu Parade, and Admin and Library at the corner. The space accommodates and celebrates the main community uses of the building, including a seating terraced area and gallery space to the Library, Admin, Canteen, and a direct connection to the internal Multi-Purpose space, which extends out to connect to the outdoor forum area and playground opening up to the learning environments surrounding it.

The provision for entry to the carpark is provided at the lowest point of the site, the north east corner off Percy St, which minimises the impact of the excavation. The driveway entry to the carpark is on grade from Percy St with pedestrian access to the main entry. Bicycle storage is also provided in the carpark and on street level.

DESIGN CONCEPT



The massing of the building responds to the varying heights of the surroundings.

A three storey building mass which aligns with Percy St and Gelibolu Pde and cascades down to two storeys to the north is the most appropriate solution for this site.

The Percy St and Gelibolu Pde corner provides opportunity as a focal point and for a continuous facade ribbon element to wrap around the street facades.

Alignment of the building facade with the property boundary clearly delineates the school 'duty of care' line which avoids having left over unusable space which normally exist between a school fence and building facade.

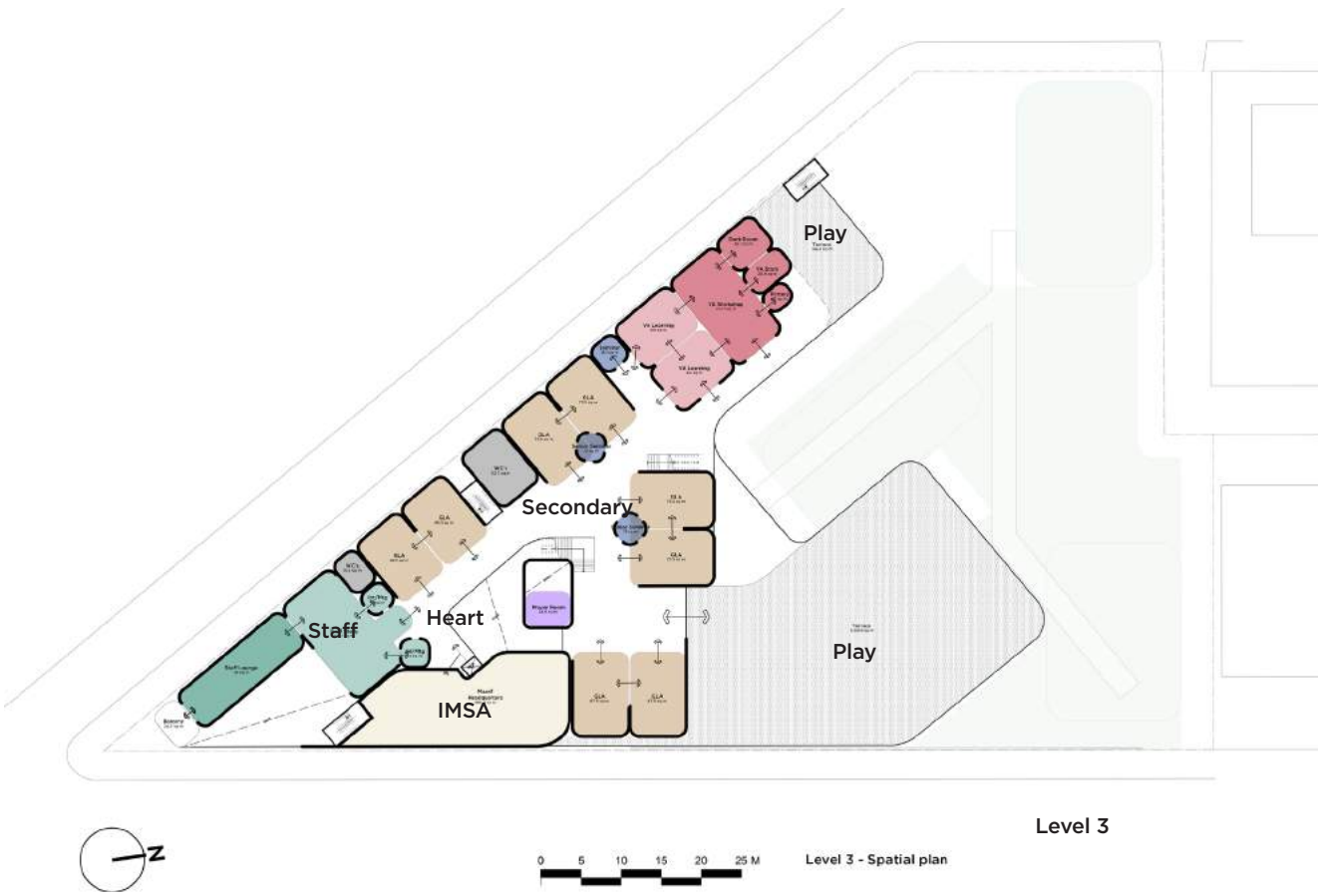
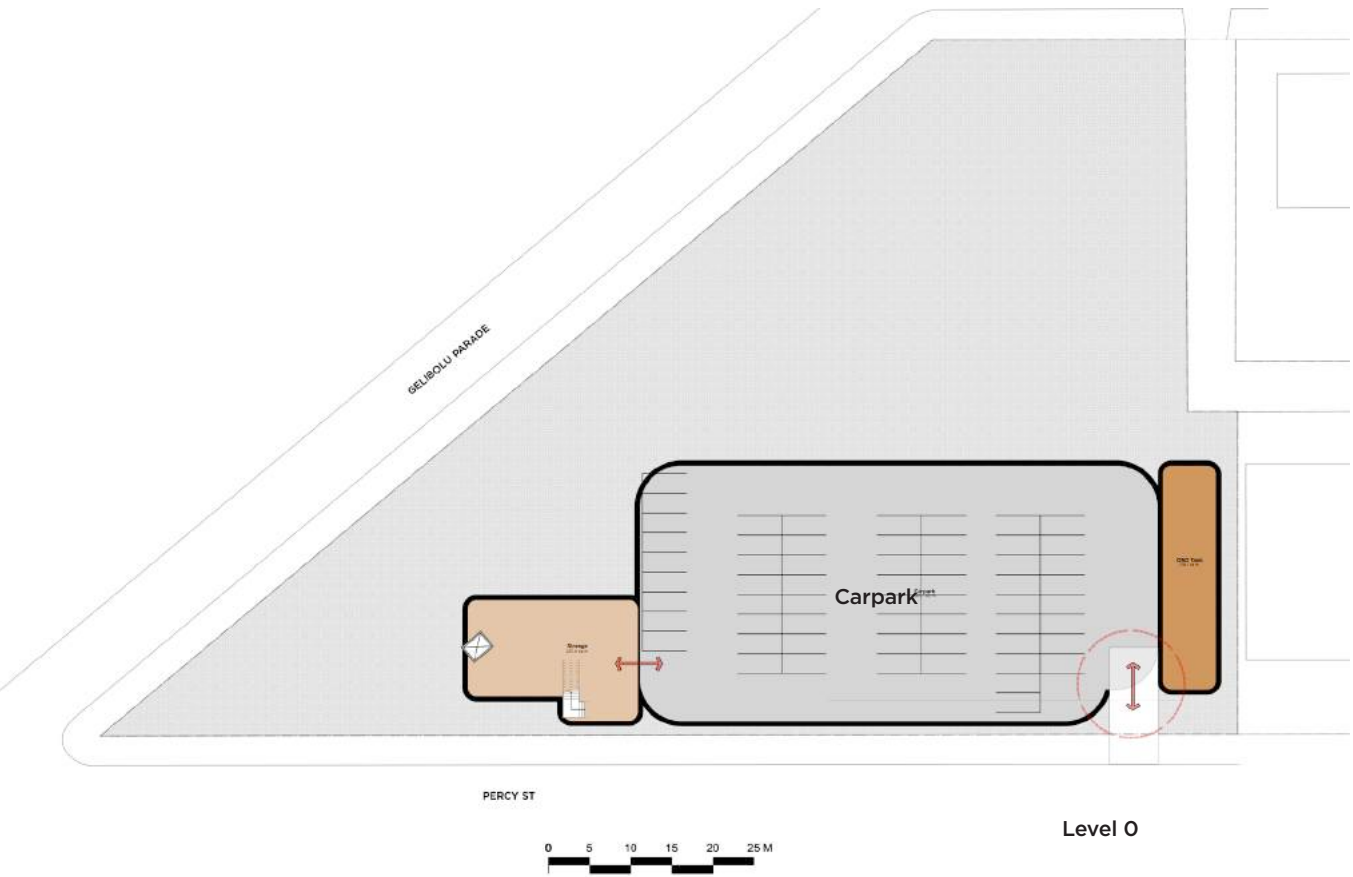
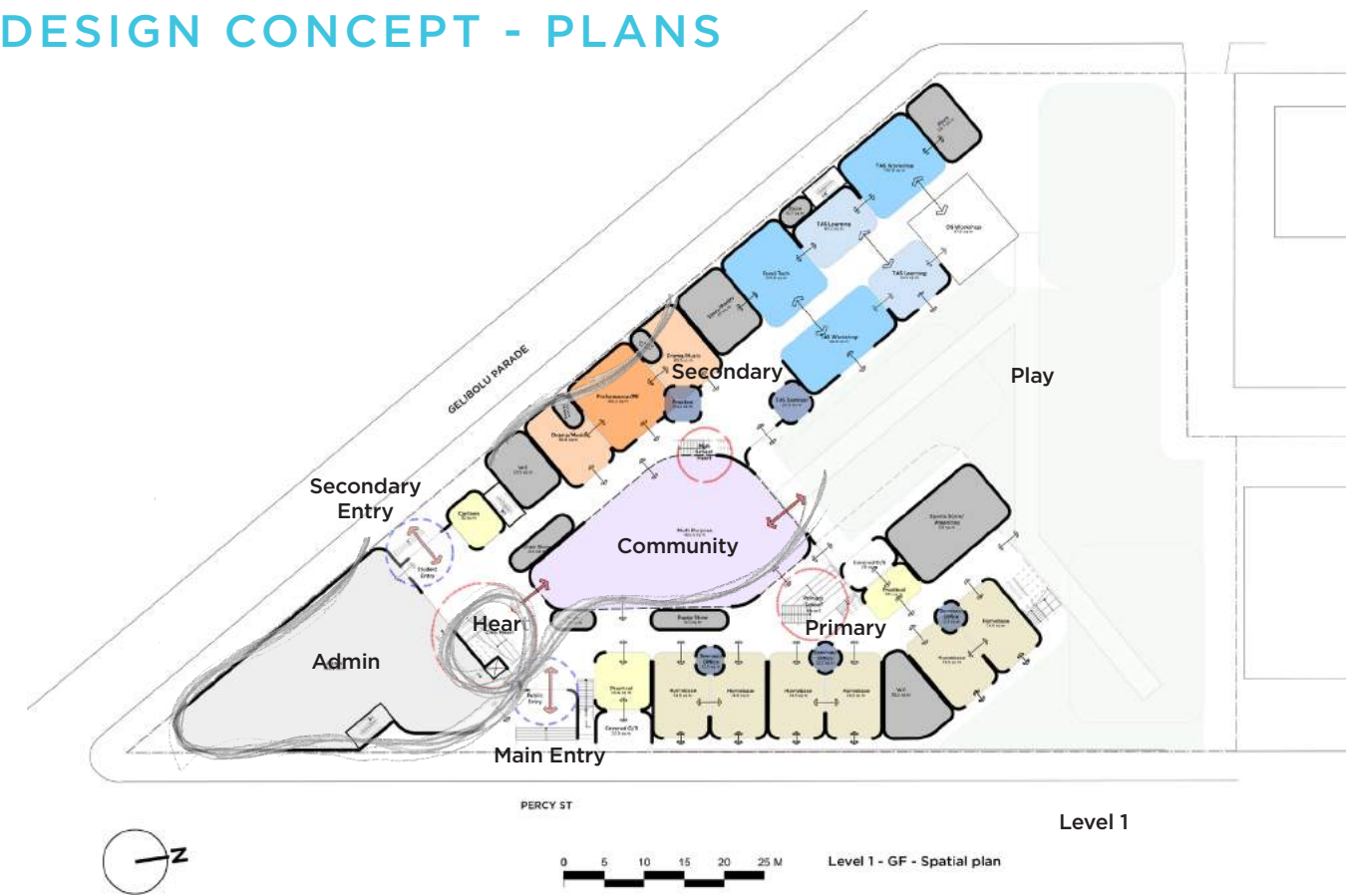
The Primary School wing along Percy St is a two storey building which steps back at the north east corner creating an outdoor podium play area, specifically catering for primary students. A roof top terrace area is situated above the Primary school for Senior students.

The landscaped play area takes advantage of northern aspect and allows daylight to penetrate the internal facing building facades.

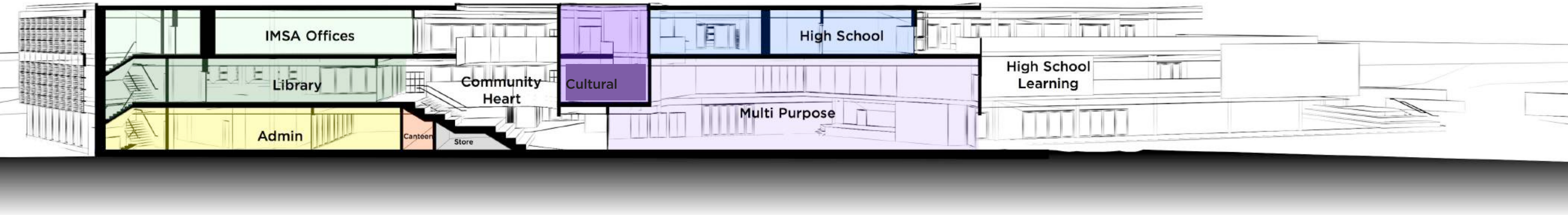
The use of roof skylights and open roof over the central heart space allow natural light and ventilation to penetrate into internal spaces. A feature lightweight tensile structure over the central heart provides wet weather protection.

A four storey building option was tested on the site however the distribution of teaching spaces did not provide good internal linkages between spaces and does not support the School's pedagogy. A four storey option was therefore disregarded.

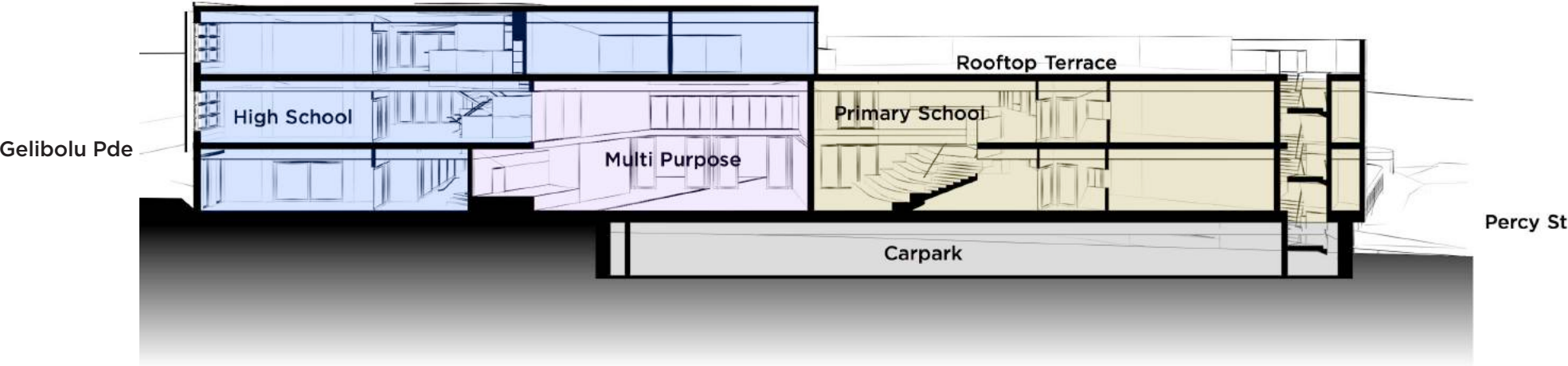
DESIGN CONCEPT - PLANS



DESIGN CONCEPT - SECTIONS



Long Section



Cross Section

EDUCATION SEPP DESIGN QUALITY PRINCIPLES

1/ Context, built form and landscape

Better Fit

The site is bound by a variety of uses and a variety of architectural styles. The adjacent major rail corridor, neighbouring small and future large scale residential, adjoining aged care complex and nearby mosque, each offer varying aesthetic and massing. This environmental context has prompted the design to vary the massing over the site. By focusing the mass of the building at the corner between Percy Street and Gelibolu Parade, this massing descends along those roads to eventually respond to the height of the adjacent residential buildings.

With the main building mass positioned at the corner and along Gelibolu Parade, an acoustic and visual buffer is formed to protect the remainder of the school. The intention is to create an external architectural shell which protects the inner parts of the building, the heart, the playground and primary section. This provides rich possibilities for community use and social interaction within the site.

The external shell is wrapped with a continuous ribbon, of varying translucency to respond to the varying public/private nature of spaces. This ribbon forms part of the inner facade of the building helping to link the overall aesthetic. This ribbon is an architectural device that will filter light from the outside and, unify the characteristics and aesthetics of the building.

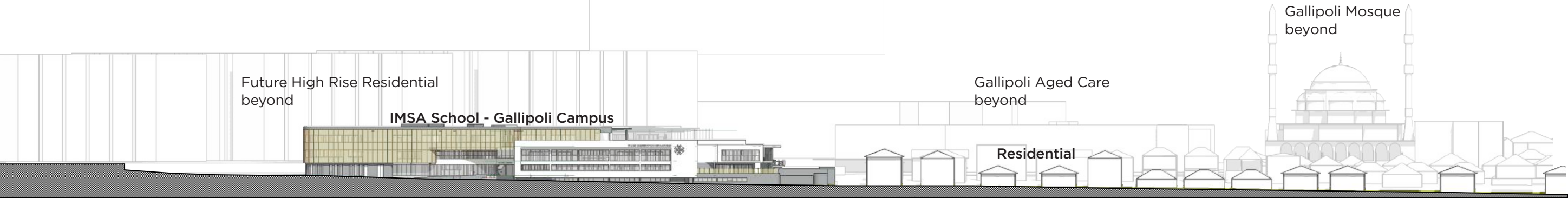
Placing the playground area to the north of the site allows the building and play areas to breathe and to receive the maximum amount of natural sunlight. The playground also provides necessary curtilage to the neighbouring residential houses. Retention of trees and shrubbery to the north side of the School provides a good surrounding to neighbours.

The landscape is further integrated through the facade and roof top terraces, blurring the line between indoors and outdoors. Landscaping is used to enhance the educational and recreational opportunities on the site as well as being a device to ground the building in the existing context.

The location of the main entry and secondary entries relate closely to the surrounding context and key connections. From the main entry on Percy St there is connection to Wyatt park. There are walking connections to the station, the mosque, the age care facilities from the secondary entries.



Proposed Landscape Concept



Percy St Elevation

2/ Sustainable, efficient and durable

Better Performance

The environmental performance of the building features a ribboned facade element as a second skin, embracing the building providing sun protection but also adding visual appeal to the building. The decorative pattern of the ribboned facade element allow at least 50% of daylight into the building. Along the west, the decorative screen provides a visually pleasing backdrop to mask the railway line.

The campus features an internal community heart space and multi-purpose area. These important spaces feature transparent connections between a variety of spaces and circulation routes, with skylights, awnings and shade devices control light and heat.

Natural light penetrates through the building by a number of roof skylights. In particular, the multipurpose space features a large glazed skylight shaft bringing in natural light into the core of the space but also acting as a natural ventilation stack.

Other roof skylights are located at the Primary heart space, High school wing, Staff Lounge and Maarif Offices providing better amenity to the occupants.

Natural ventilation requires openings in the facades and at opposite sides of a building to take advantage of cross ventilation principles. School buildings demand a certain noise performance criteria so any openings in street facing facades is limited by the fact a noise generating railway line is located in immediate proximity of the site.

To adopt natural ventilation principles, openings along Percy St and Gelibolu Parade are limited to the building entrances, where fresh air can enter into the Community heart space and find its way to the roof area which is open to the outside but protected by a feature lightweight tensile structure for wet weather days.

Natural ventilation for classrooms & the multi purpose space are created with openings to the 'internal building facades' those facing into the centre of the school grounds. Covered open walkways feature along the High school wing ensuring classrooms spaces have access to fresh air and louvres to the Multipurpose space facade ensures fresh air can be drawn in at low level and extracted at high level through the large glazed roof skylight which also lets in sunlight.

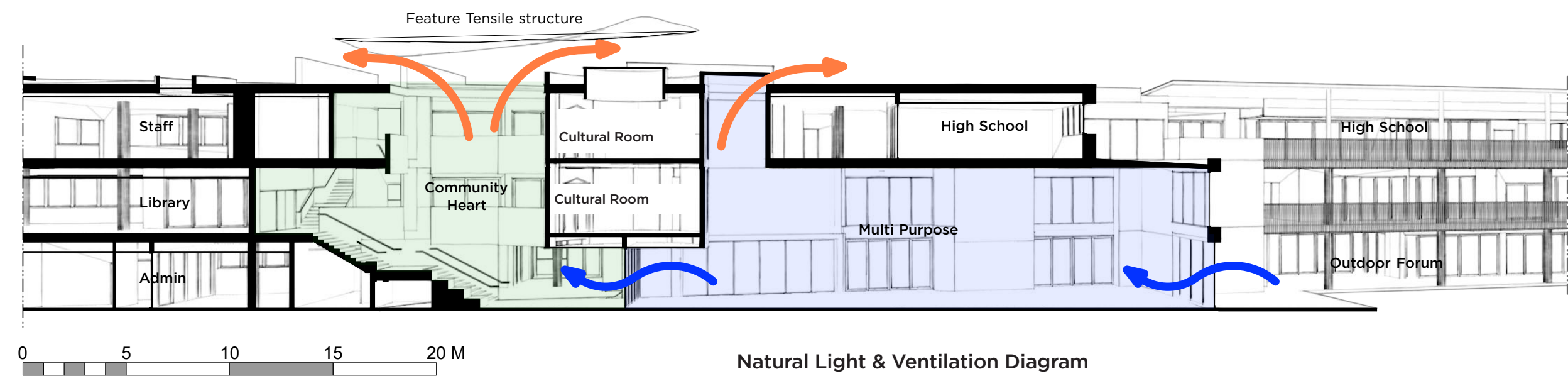
Natural ventilation is utilised wherever possible but given the noise generated by the adjacent railway line, mechanically conditioned spaces are required. Mechanical plant equipment will be selected to be as energy efficient as possible and to minimise long term environmental & monetary costs. The location of outdoor plant rooms have been intentionally located on Level 3 (not on the roof) to minimise any visual and acoustic impacts to adjacent properties.

As a Civic space, this school is intended to be long lasting and serve the community well into the future. With a framed structure, the capacity to evolve and to incorporate future needs is built in to the building fabric. Alongside internal flexibility and agility, a landscape suitable for the student recreation and education is considered key to the success of the school.

Unfortunately, the existing structures on the site do not lend themselves to convert into a contemporary school. Due to the way the existing structures are built, architectural volumes are disconnected, the materials used are not suitable for a school, and the areas do not allow for the richness of circulation and open plan learning environments the School aims to achieve.



Community Heart



Natural Light & Ventilation Diagram

3/ Accessible and inclusive

Better for Community

The aesthetic of the school is representative of the community it serves, immediately creating a bond and comfort between the users, the broader community and the building. The entry points to the School are clear and welcoming, with the architecture sweeping into the building to lead people into the heart of the school. The heart of the school offers transparency between spaces ensuring a community sense within the overall campus.

The heart and communal area placed at the centre of the building aims to create a sense of place where people feel welcomed embracing the totality of students, community and visitors.

While they share common elements with the rest of the campus, Primary and High School have their own identity to ensure each zone is recognisable, allowing the students to have a feeling of belonging.

Accessibility throughout the School will be provided through the use of ramps, the lift and a seamless internal/external transition. Read together with the transparency and open elements of the heart and the playground area, this will provide a set of comfortable zones for play and learning.

Clear way finding signage will be provided; however, reference points in the layout, such as the Heart and visibility of stairways and exits, make the building an easy place to circulate.



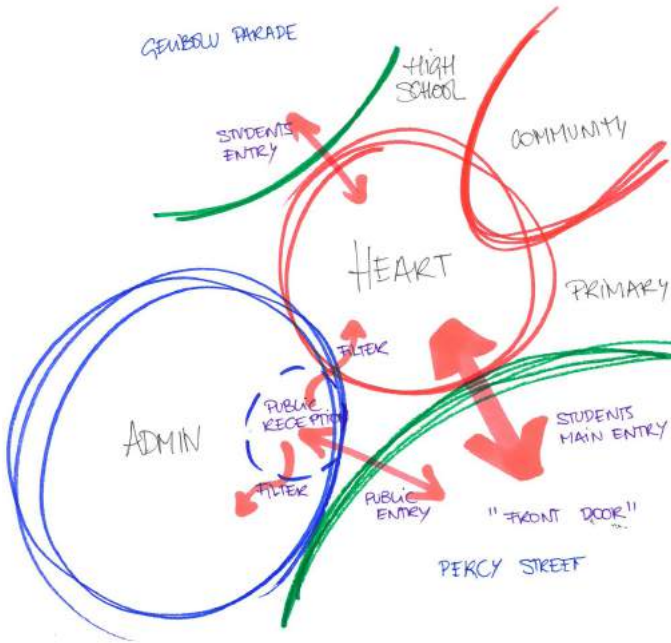
4/ Health and safety

Better for People

The new school environment will create a safe and healthy space for teachers and students. Featuring natural amenity and vistas to green spaces along with transparent, interconnected spaces; the planning and architecture will offer a welcoming and accessible environment which is identifiable with the community.

The security and safety of students has been considered with a 'line of security' existing at the main entry ensuring visitors sign in/out appropriately. The entries are clearly recognisable externally and have strong sight lines internally to ensure appropriate supervision. Transparency enables further passive surveillance and sight lines between internal spaces.

To the maximum extent possible, the building extends to the street boundary reflecting safe urban design principles as well as eliminating unsightly security fencing.



5/ Amenity

Better Working

The new school design features transparent, flexible learning spaces supported by a number of specialist and community focused spaces. The spaces will address the range of student needs from Kindergarten to Year 12. The maximisation of daylight, ventilation and vistas support comfort and productivity.

The massing of the building protects the younger students, while the connection with the heart and playground at multiple layers allows for dynamic and inquisitive learning environments.

The new school is located near Council playing fields and an aged care facility operated by the same organisation and Mosque. Through agreed recreation use, food offer and prayer, there can be a positive synergy with the community facilities as the school can offer additional spaces for events and social gatherings.

The impact of the railway noise will be limited by facade treatment as well as using the volume of the buildings to protect the inner playground and Primary School. Noise to neighbours will be buffered with acoustic devices and vegetation.

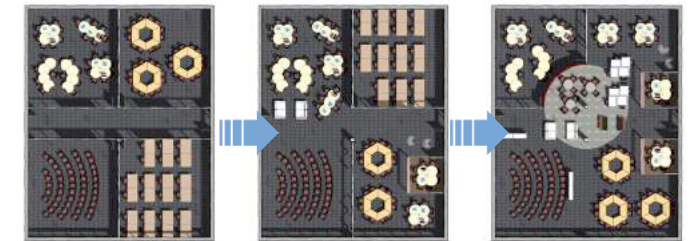


6/ Whole of life, flexible and adaptive

Better value

The strategic and spatial planning, along with consideration of structure and sustainable measures, aim to ensure the School design offers value to students, teachers and the community by providing a flexible and adaptive environment now and in the future.

- The facade offers environmental factors to reduce the impact on internal spaces, and the operability within the internal facade allows ventilation.
- The framed structure and spacing of the grid ensure the spaces are large enough to offer a range of learning setting and modes to respond to the various requirements of teachers and students across all subject material and projects. A range of spaces offer flexible and agile learning opportunities to suit a range of activities.
- The framed structure and generous spans of the grid also ensure the ease to adapt the internal spaces should future needs require change.
- Positioning the multipurpose space centrally between the High and Primary School enables both to use the same space in a multitude of ways, either together or separately, maximising the use of shared spaces.



7/ Aesthetics

Better Look and Feel

The central heart reads as a soft element that it is wrapped by a harder, stronger shell. The importance of the openings and filtering through this external skin gives the exterior a dynamic, yet approachable aesthetic.

The intention is to create an inviting main entry to Percy Street, with places to gather or wait whether it be at a community event or pickup/drop off. The sweeping architecture is an invitation for the community to engage.

The continuous ribbon creating the external skin is a shading device and at the same time, this ribbon, creates a continuity in the design that wraps the building helping to express the identity. The shade element will create a pattern that, through the presence or absence of it, creates a balanced composition of the facades.

The inner facade and ribbon becomes further transparent and the facade breaks down to open up and connect to landscape. The internal facade and connection to the playground and roof terraces along with transparency create a soft inner facade.

The stepping design of the volumes provides a gradation that blends into the surrounding residential houses. With a considered landscape design and respect for the surrounding points of interest, Wyatt Park and Gallipoli Mosque, the building is fixed in place and helps to create a sense of connection with the environment and the community for the School.

The way the volumes are designed and placed, the relationship to neighbouring buildings, the permeability and transparency of entries, and a landscaped buffer with the residential houses, ensure a synergy with the environment that will help to embrace the community. The presence of the wrapping ribbon and an intricate facade will inject powerful aesthetics to a corner that is currently lost with industrial decaying presence.



FACADE DEVELOPMENT



View along Percy St



Perforated panels

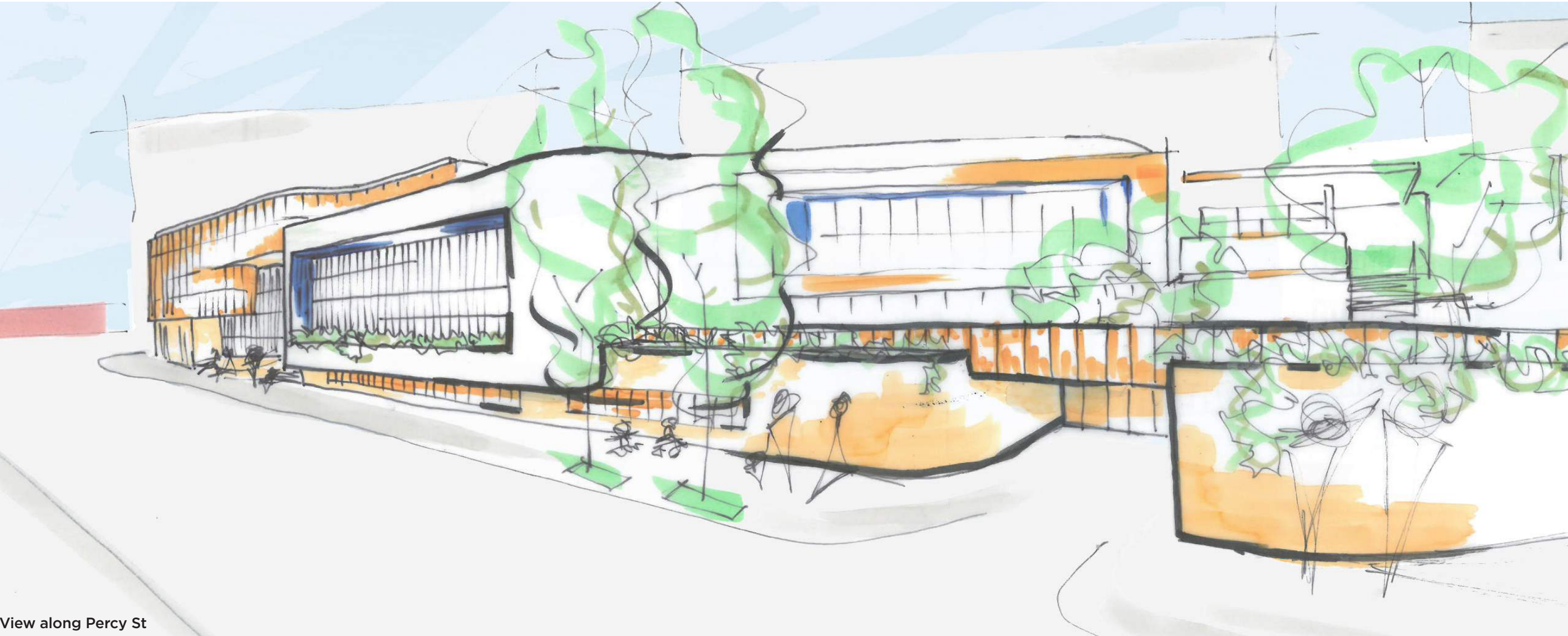


Tile

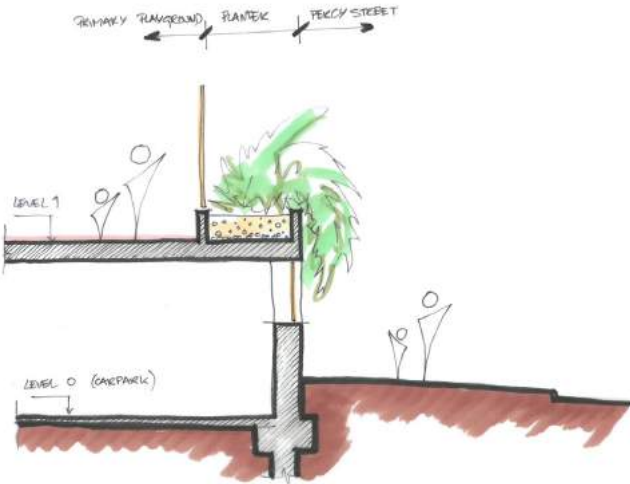


View along Gelibolu Pde

FACADE DEVELOPMENT - NORTH EAST CORNER

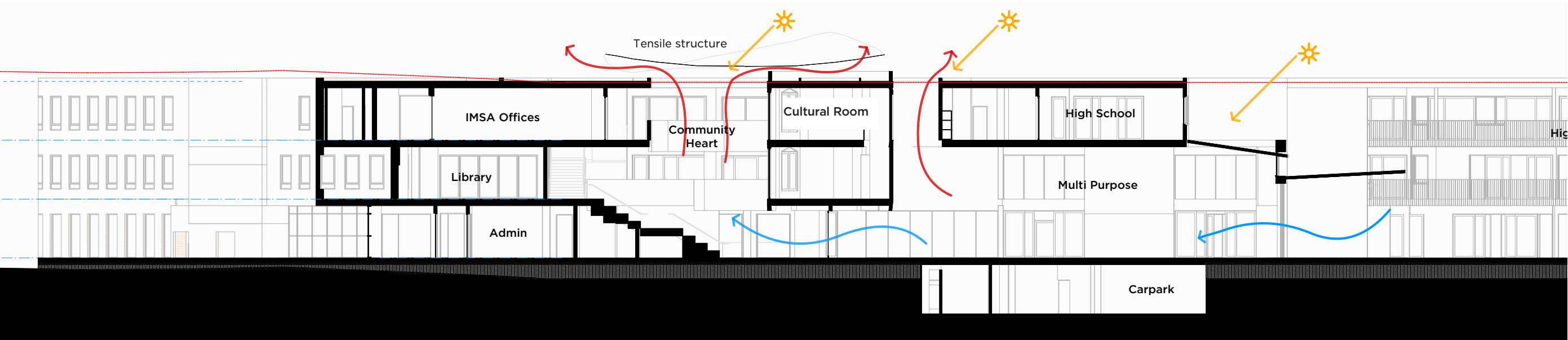


View along Percy St

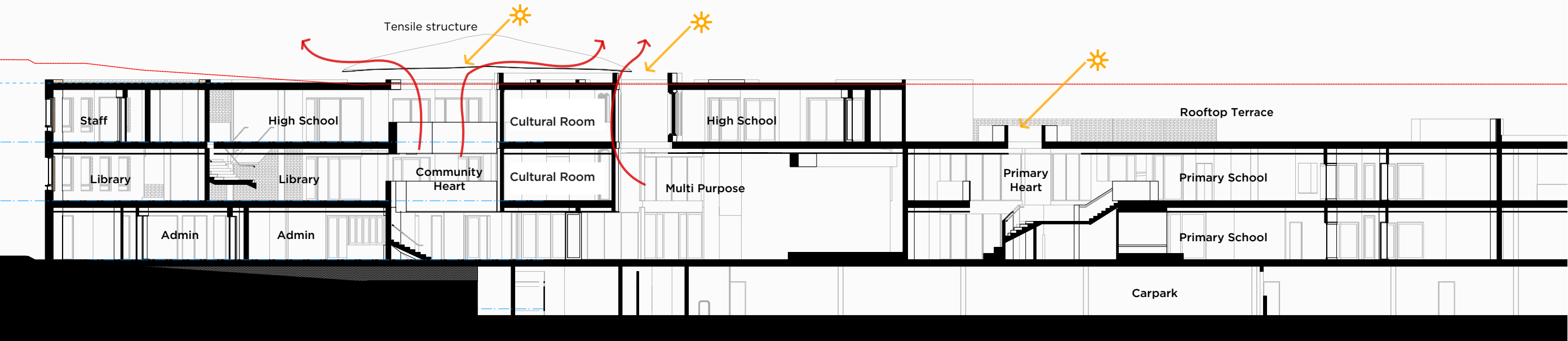


Section at Street Level

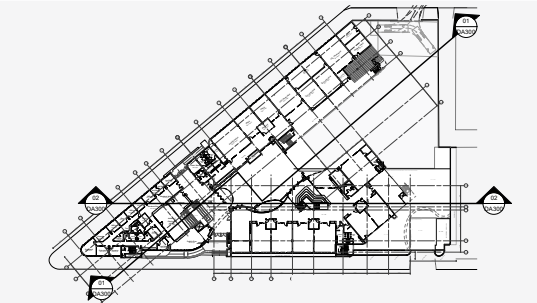
NATURAL LIGHT / VENTILATION



01 LONG SECTION
A100 South - North
Scale 1:200



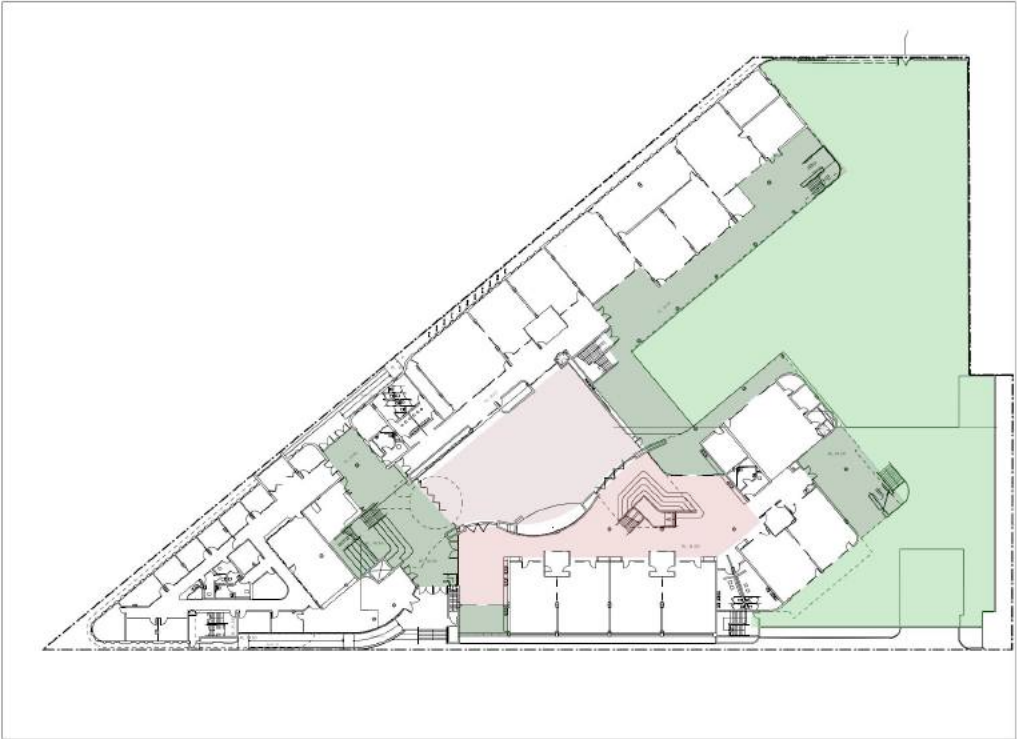
02 LONG SECTION
A100 South - North
Scale 1:200



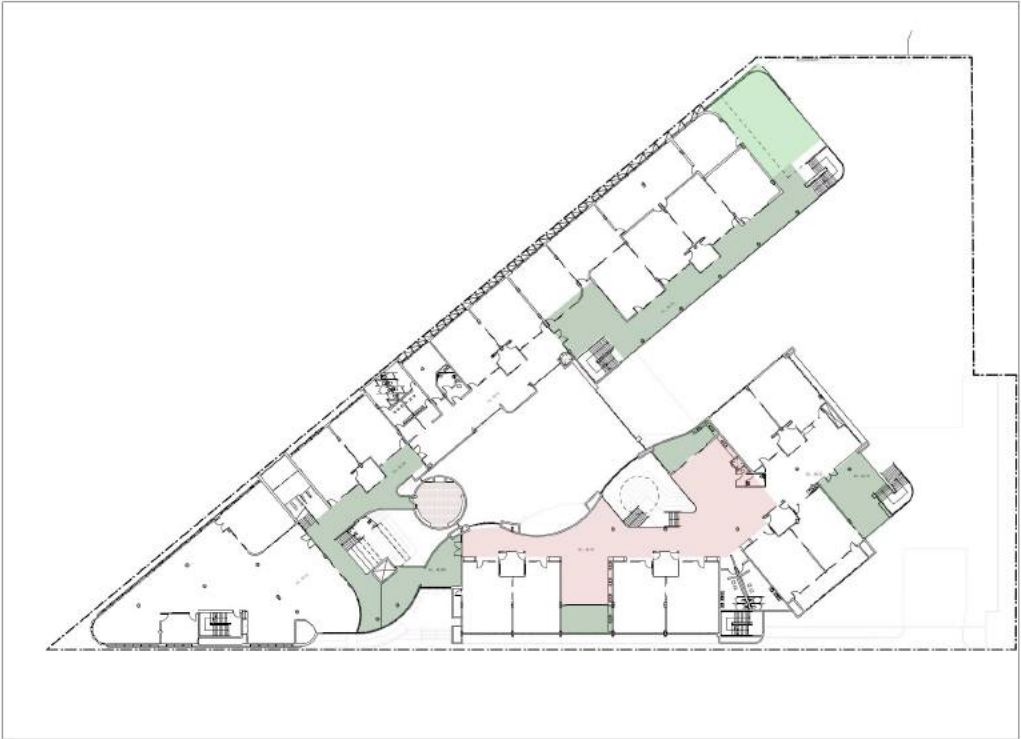
Natural ventilation achieved through the Community heart, Multi-purpose space, Semi outdoor corridor spaces and Covered outdoor walkways

Natural light achieved through roof skylights

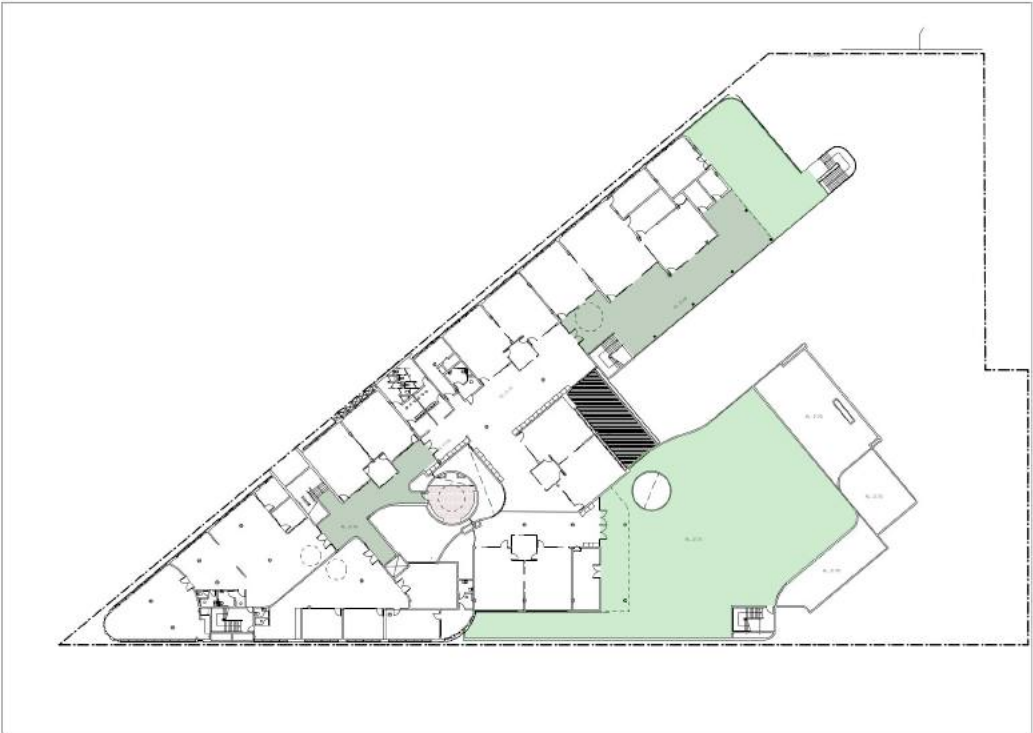
PLAY AREA / OPEN SPACE



01 PLAN
Level 1 (Ground)
Scale 1:500



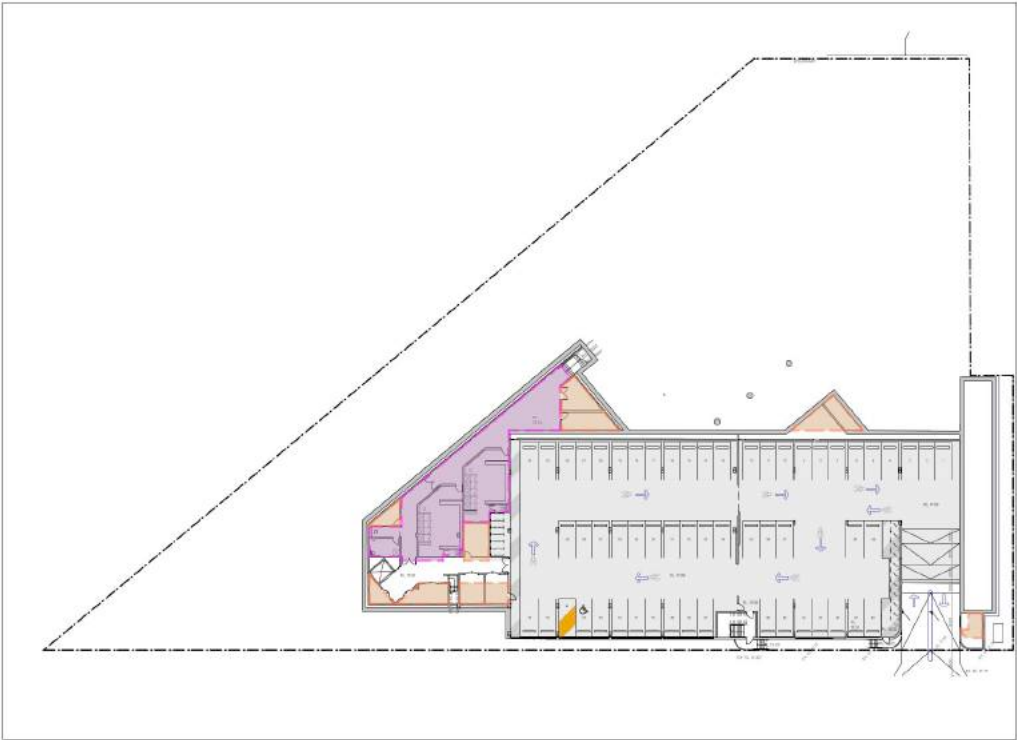
02 PLAN
Level 2
Scale 1:500



03 PLAN
Level 3
Scale 1:500

PLAY SPACE CALCULATIONS	
AREA TOTAL SITE	7,143 sqm
Open Space	
Under Cover Space	
Indoor Play Space	
PRIMARY SCHOOL PLAY SPACE	
Available open space	446sqm
Available under cover space	2197sqm
Available indoor play space	1158sqm
HIGH SCHOOL PLAY SPACE	
Available open space	5167sqm
Available under cover space	3416sqm
Available indoor play space	1421sqm

GFA / FSR



01 PLAN - CONCEPT
L0 - Basement - Floorplate
Scale: 1:500



02 PLAN - CONCEPT
L1 - Ground Floor - Floorplate
Scale: 1:500



03 PLAN - CONCEPT
L2 - Floorplate
Scale: 1:500



04 PLAN - CONCEPT
L3 - Floorplate
Scale: 1:500

GFA CALCULATIONS	
AREA TOTAL SITE	7,143 sqm
GROSS FLOOR AREA	
L0	258 sqm
L1 - Ground Floor	3,157 sqm
L2	2,642 sqm
L3	2,012 sqm
TOTAL GFA	8,069 sqm
FSR	
	1.13 : 1
OPEN HEART BALCONIES AREA	
L0	--
L1	205 sqm
L2	186 sqm
L3	98 sqm
TOTAL OPEN HEART AREA	489 sqm
BALCONIES	
L0	--
L1	27 sqm
L2	564 sqm
L3	1,307 sqm
TOTAL AREA BALCONIES	1,898 sqm
CARPARK	
L0	1,739 sqm
PLANT ROOMS, STORAGE IN BASEMENT, ETC	

DROP OFF & PICK UP



General Drop off & Pick Up Strategy

Kindergarten: 8.45am to 2.45pm

- Before School care from 7.00am until 8.45am during school terms
- After school care from 2.45pm until 8.00pm during school terms

Primary School : 9.00am to 3.00pm

- Before School care from 7.00am until 9.00am during school terms
- After school care from 3.00pm until 8.00pm during school terms

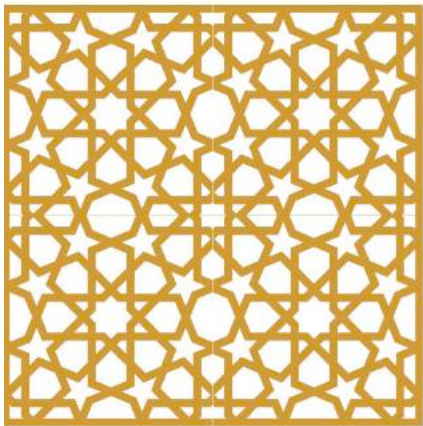
High School : 8.30am to 3.30pm

- Drop off & Pick Up zones (30 spaces) with 2 minute maximum stay between 7.30am - 8.30am, 3.15pm-4pm Mon-Fri, along Percy St and Gelibolu Pde
- Proposed Bus Zones (1 bus) between 7.30am - 8.30am, 3.15pm - 4pm Mon-Fri, along Gelibolu Pde
- Proposed Pedestrian Crossing along Percy St
- Extension of Church Street to provide one-way south-east link with shared pedestrian /bicycle path (part of proposed Planning Agreement with Council)
- Church Street to have Drop off & Pick Up zones (6 car spaces), bus zone (1 bus)
- Specific Drop off & Pick up procedures to be followed and communicated to parents. School staff to assist with operation.

THE PROPOSAL



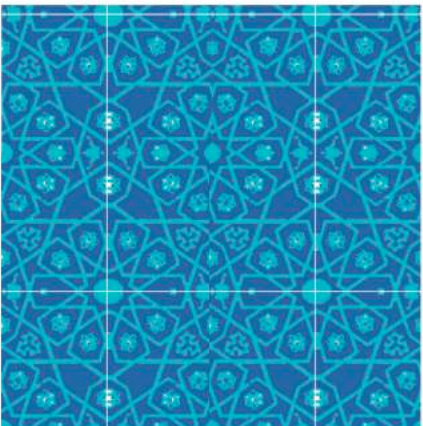
View from Percy St



Perforated aluminium facade panel pattern in gold powdercoat



Mid-toned grey smooth and textured brick



Feature wall tile



Light coloured render

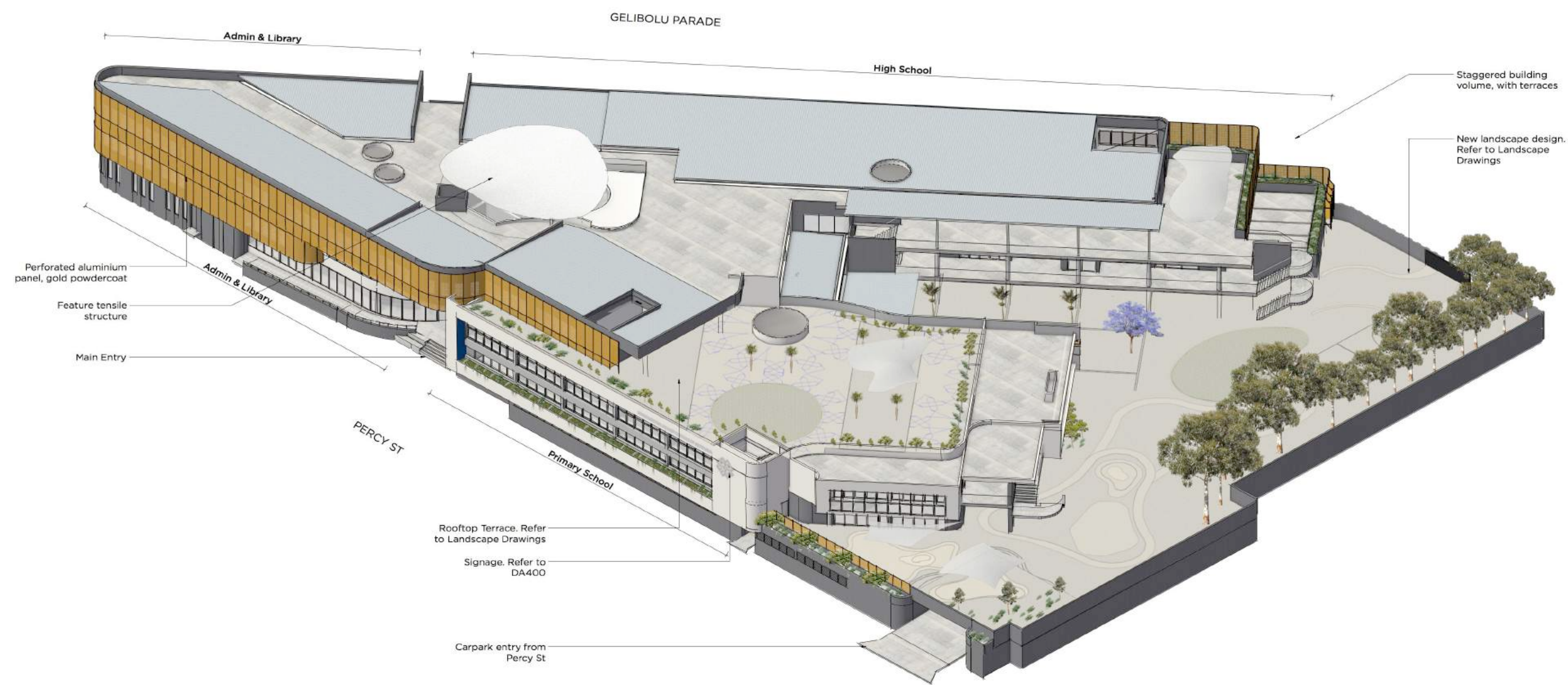


Coloured FC panel reveal



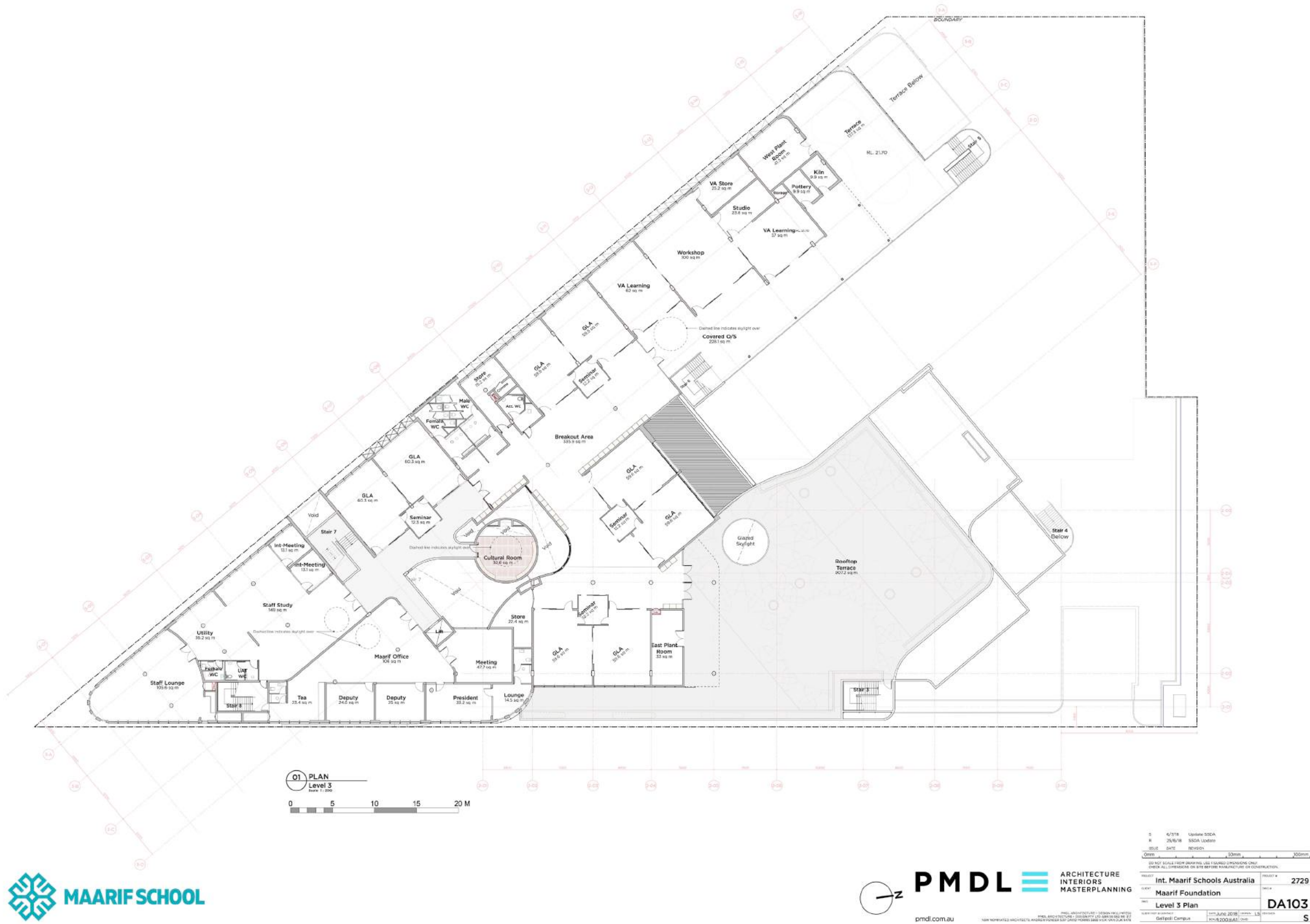
Chrome signage

AXONOMETRIC

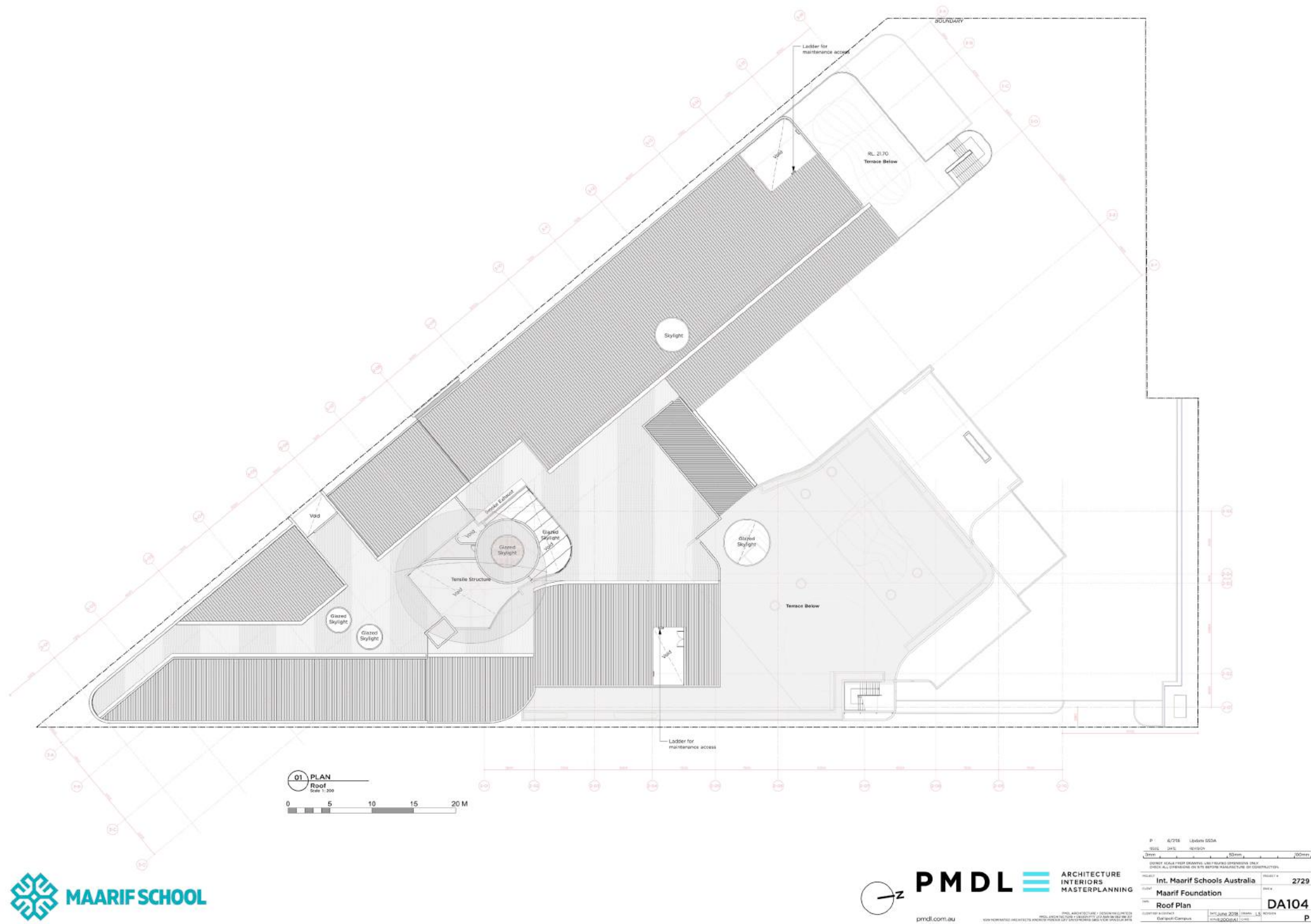




LEVEL 3 PLAN



ROOF PLAN



PMDL

ARCHITECTURE
INTERIORS
MASTERPLANNING

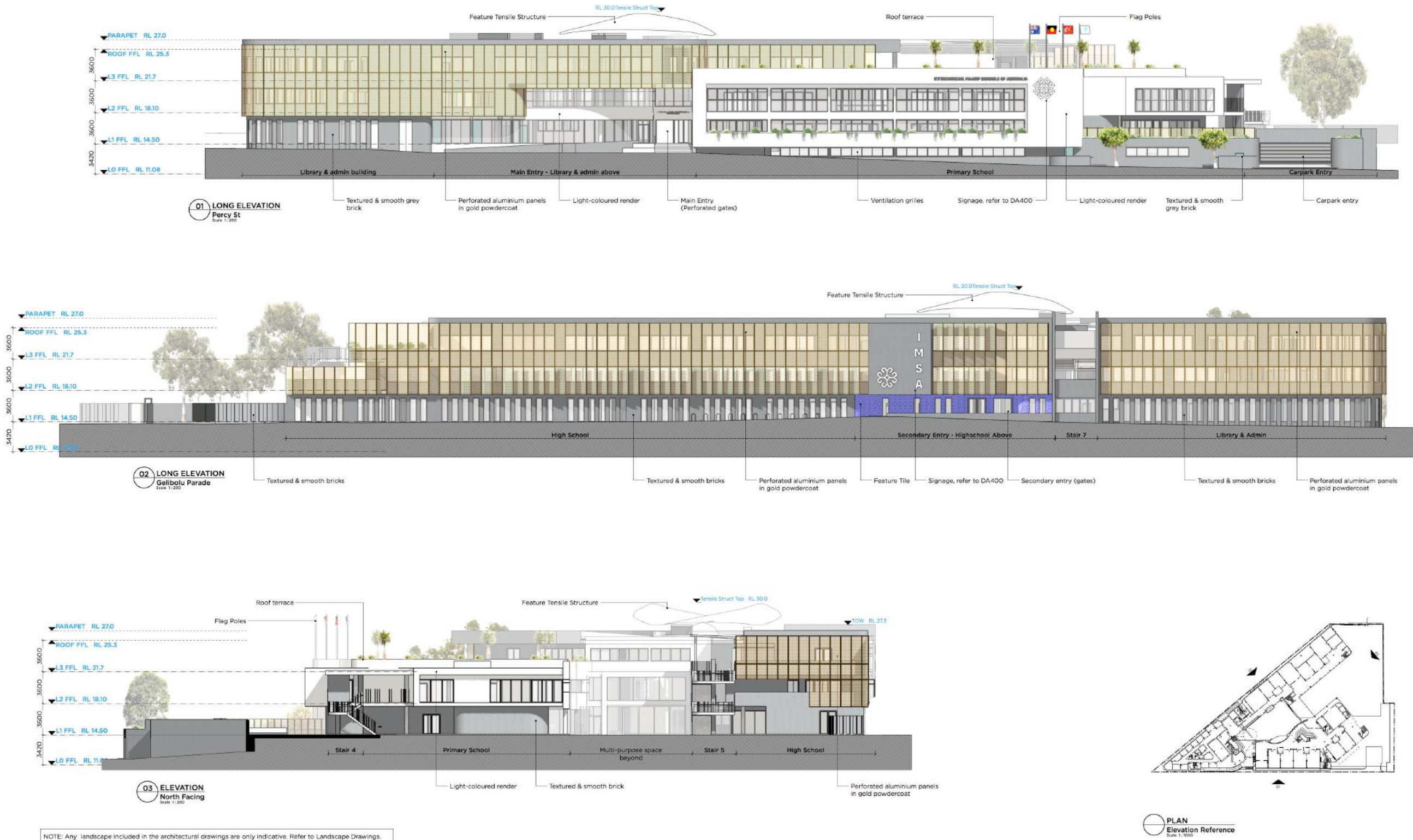
P:	6/2018	Licensee: SSQA
DATE:	DATE	REVISION
01	01	01
02	02	02
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07	07	07
08	08	08
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20	20	20

PROJECT #	2729
CLIENT	Maarif Foundation
PROJECT	Roof Plan
DATE	6/2018
REVISION	01
DESIGNER	SSQA
DATE	6/2018
REVISION	01

DA104

P

ELEVATIONS



ARCHITECTURE
INTERIORS
MASTERPLANNING

J	6/2/18	Update SSQA	
I	12/6/18	Amendments Update	
REV	DATE	DESCRIPTION	
0mm		50mm	100mm
DO NOT SCALE FROM DRAWING. USE DIMENSIONS ONLY. CHECK ALL DIMENSIONS ON SITE BEFORE MANUFACTURE OR CONSTRUCTION.			
PROJECT	Int. Maarif Schools Australia		2729
CLIENT	Maarif Foundation		DA201
DATE	Elevations		
DATE FOR CONSTRUCTION	2018/06/20	2018/06/20	REVISION
2018/06/20			J

RESPONSE TO GA CONSULTATION

Response to GA NSW Consultation

As part of the SEAR’s requirement, consultation with the NSW Government Architects was required. and the first consultation meeting took place on 10 April 2018. The feedback was positive and a second meeting took place on 8 May 2018, where the project team presented further developments to the design and addressed issues raised at the first meeting.

The following text in ***bold italics*** represents extracts of the meeting minutes from the second consultation meeting which also contained notes from the first consultation meeting. A response is provided for each section.

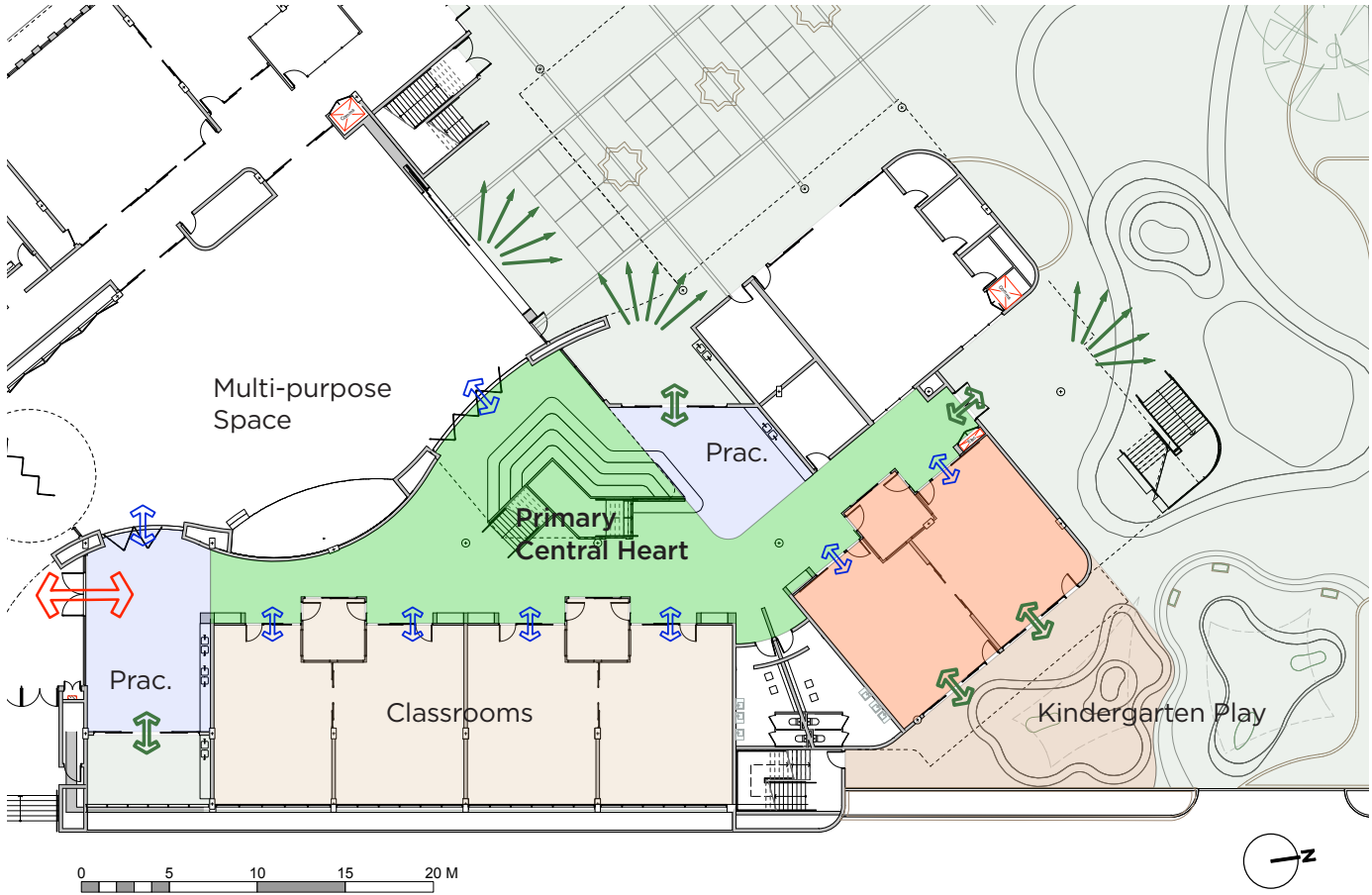
1/ Site Strategy

GA NSW is strongly supportive of the decision to align built form along the street edges but felt that ‘kinking’ the school’s eastern wing away from the Percy Street frontage compromised the clarity of the original site planning idea, reducing use able open space at the centre of the site and resulting in awkward residual spaces

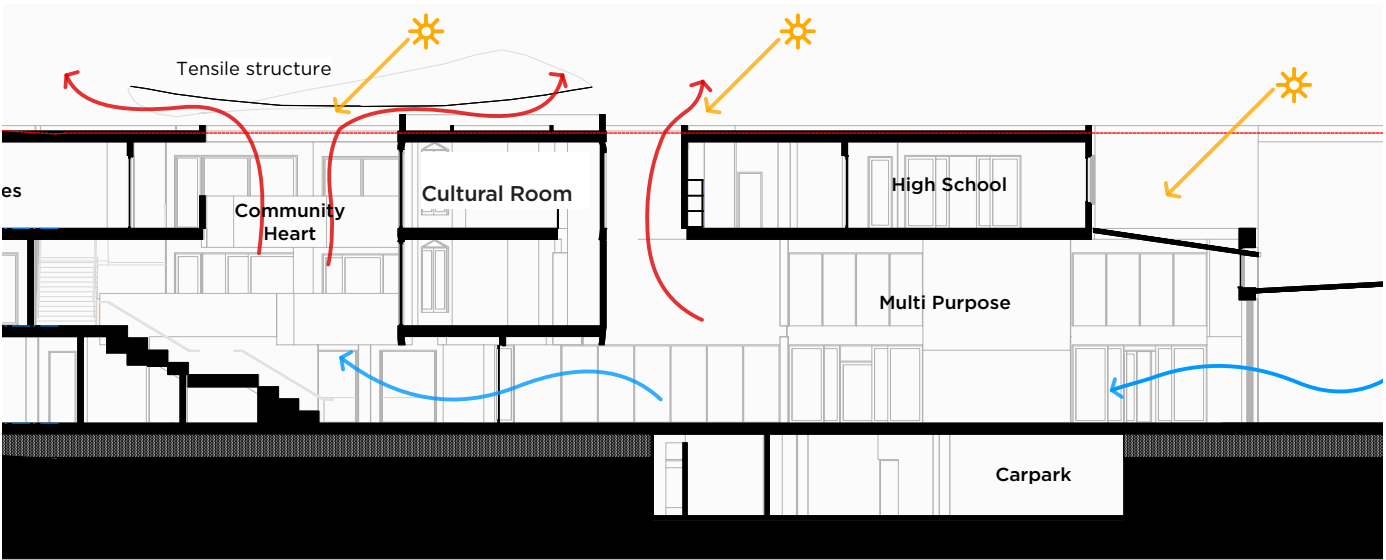
There was no change proposed to the ‘kinking’ of the plan. Concerns remain regarding this diagram and the creation of awkward spaces with poor amenity at the centre of the site.

PMDL response

The Primary School building ‘kinking’, creates an internal and centrally located heart space which the Primary School cohort functions around. If the classrooms were stacked all along the eastern site boundary, the corridors immediately outside the classrooms do not support Primary School group activities. The ‘kinking’ of the Primary School building creates an outdoor kindergarten play area which is protected and a special zone for the younger students. The ‘kinking’ of the building also provides better views of Mosque from Wyatt Park.



Primary School Connections



Natural Light and Ventilation Diagram

To improve internal ventilation, create opportunities for skylights and increase floor to ceiling heights, moderate increases to building height are suggested, provided the building remains at three stories.

The floor plate is very deep where the two winds converge, resulting in large area with no natural light or ventilation. It is recommend that further consideration be given to opening up the centre of the site as discussed at the meeting.

The very deep floor plate currently proposed remains a concern and should be reconsidered This could be achieved through simplifying the diagram in tandem with reconsidering the section, setback or street alignment. Alternatively, additional detail is required to demonstrate why this strategy achieves the best outcome on the site in response to acknowledged constraint.

PMDL response

The building is designed to take advantage of natural light, through a number of roof skylights and open roof over the community heart space which allow day light to penetrate to the internal areas. In particular, the multi purpose space features a large glazed skylight shaft bringing in natural light into the core of this space but also acts as a natural ventilation stack.

Openings to the street facing façades is limited due to the noise generated by the immediate railway line, so the internal building façades provide openings for natural ventilation to classrooms and the multi-purpose space. Covered open walkways feature along the High School wing ensuring classrooms have access to fresh air and louvres to the Multi purpose space facade ensure fresh air can be drawn in at low level and extracted at high level through the large roof skylight which also lets in day light.

RESPONSE TO GA CONSULTATION

An increase to four stories with appropriate setbacks to accommodate the required classrooms and allow for a large skylight over the central multi-purpose spaces was suggested and would be supported.

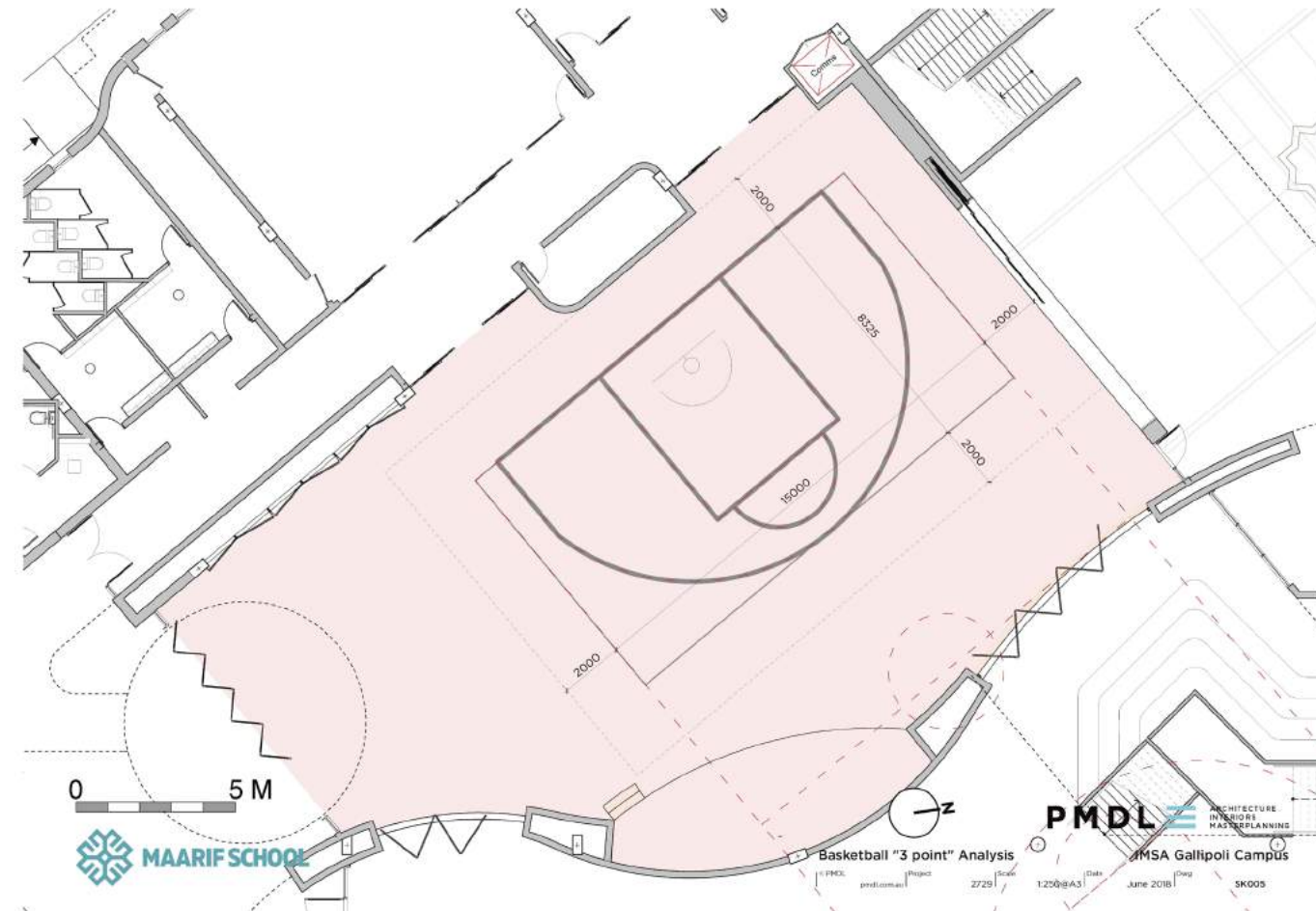
PMDL response

The design of the building was tested with classroom accommodation distributed over four stories however, this showed the distribution of teaching spaces did not provide good linkages between spaces nor did it support the School's pedagogy.

A four storey building solution would also not be supported by Cumberland Council who were consulted early on in the design process. Cumberland Council advised they would not support a four storey solution but a three storey solution within a 12m height limit would be considered acceptable.

A three storey building solution to accommodate a K-12 two stream school with supporting facilities proves to be the most appropriate scale and solution for this site and School's pedagogy.

The proposal results in a general building height of 12.5m above natural ground line with a feature lightweight tensile structure which sits approximately 2.8m above the main roof level. The proposed school is very similar in scale to the adjacent Gallipoli Aged Care Facility and existing sight lines to the Gallipoli Mosque are not impacted by the proposal but actual views of the Mosque are improved from Wyatt Park.



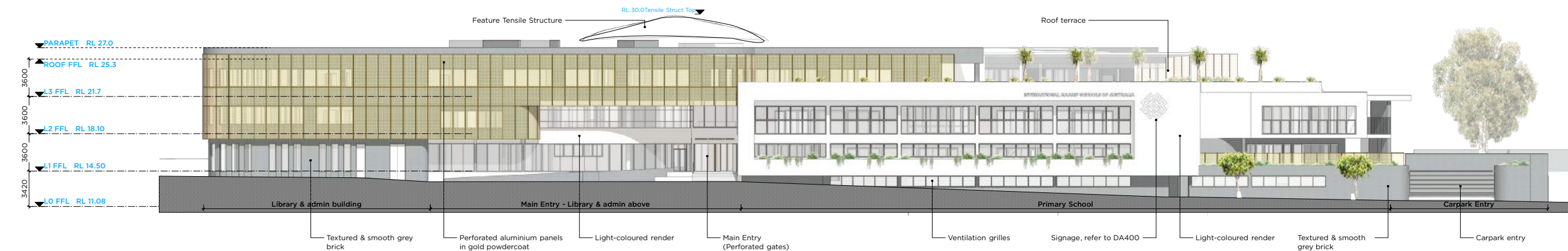
'3 point' Basketball Court to Multipurpose Space

It was noted that the site area is very limited but that this can be managed through a strategy to maximise on-site open space and possible access to nearby recreation facilities and open space. Confirm the open space provision per child, and illustrate how staggered recess and lunch periods would operate at this school.

Some information was provided regarding staggered recess and lunch and open space provisions per child which included covered areas with compromised access to natural light. Whilst there was an acknowledgement of the need to provide summer shade further detail should be provided in order to demonstrate the availability of off site playground area and inclusion of active play areas within on-site landscaping and multi-purpose spaces (e.g. half court basketball ball etc.)

PMDL response

The proposal maximises the open play area for its students by ensuring the landscaped areas allows for active recreational play, learning and interaction but also passive spaces with seating for recess and lunch periods. The school will operate with staggered recess and lunch period between primary and secondary school to ensure students get access to sunlight but also to covered area for sun protection in the warmer months. An outdoor practice basketball court line marking is available for sports classes but also can be used using recess/lunch periods. Refer to Landscape Plans for details. A '3 point' basketball court lining can be accommodated in the multi-purpose space, however will not be permanently lined marked by the School.



Percy St Elevation

RESPONSE TO GA CONSULTATION

2/ Design Quality and Sustainability

The design quality of the new building will be an important contributing factor to the further success of the school and its community. Careful attention to planning, rigorous environmental design and the careful selection of materials and components for their durability and attractiveness are important. While little information has been provided in relation to detailed planning and materiality, GANSW is strongly supportive of the proposed ribbon screen that wraps around the building frontages at street edges.

Some materiality was provided on building materiality including reference images. Further detail should be provided including resolved elevations, a materials sample board and detailed 1:20 wall sections to demonstrate design intent for key areas of public domain interface including typical cladding, window or door details and general construction quality.

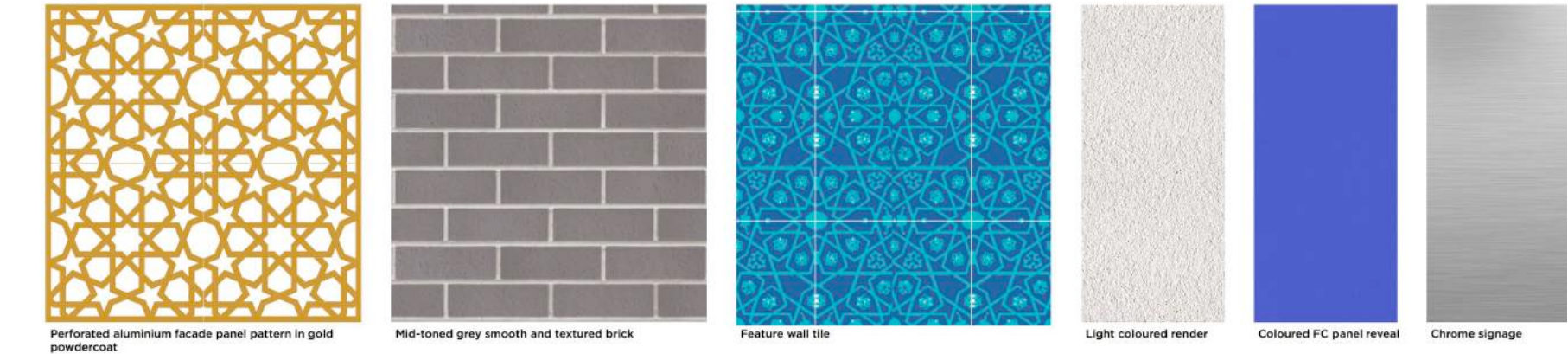
PMDL response

Careful attention has been put into the planning of the proposed school building taking into consideration environmental design and careful selection of materials. Robust materials and finishes have been selected to maintain the attractiveness of the building but also be easy to maintain by the school's maintenance team. The proposed facade ribbon which wraps around the building frontages at street edges was supported by the GA.

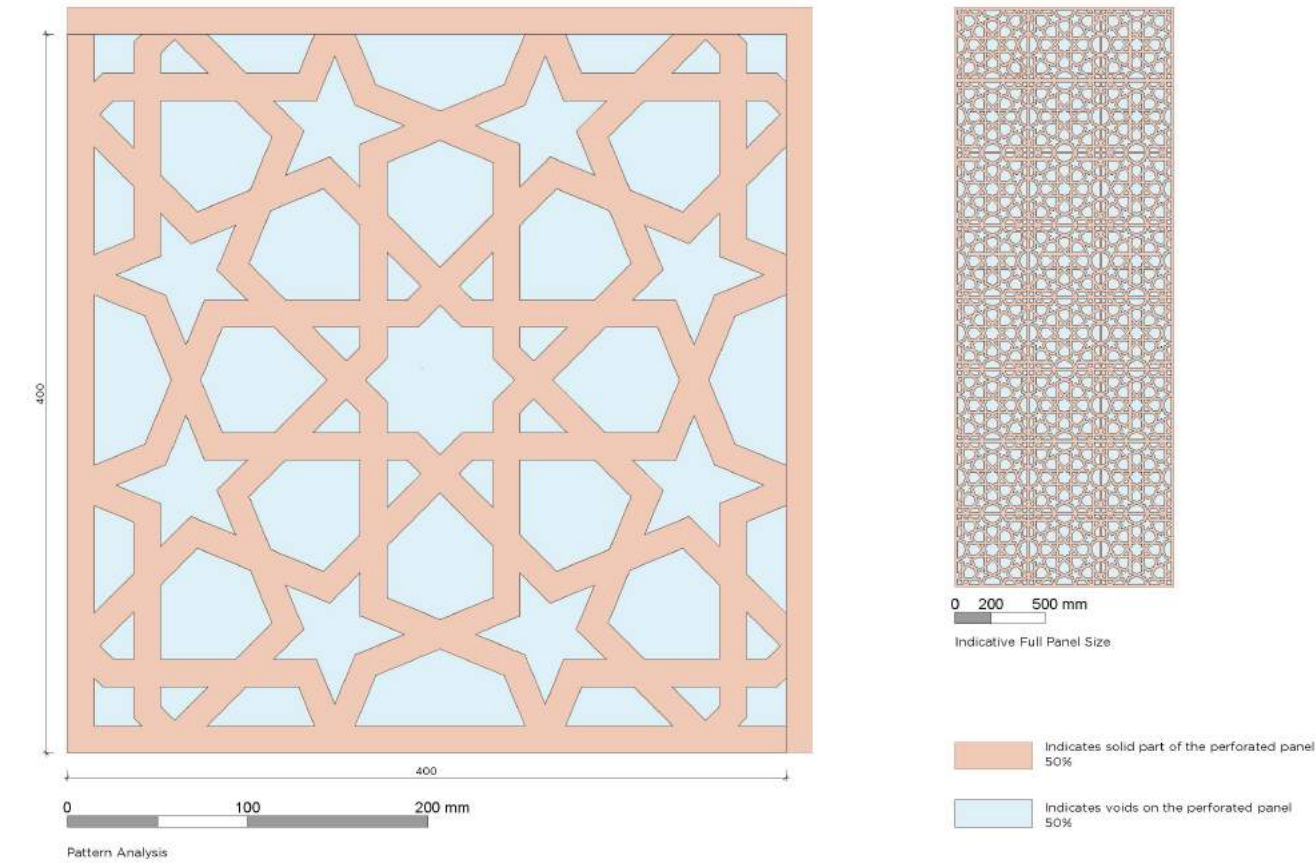
It was noted that access to natural daylight from classroom spaces will be tempered through the perforated screen This element should be carefully considered to ensure adequate natural light is provided to these rooms.

PMDL response

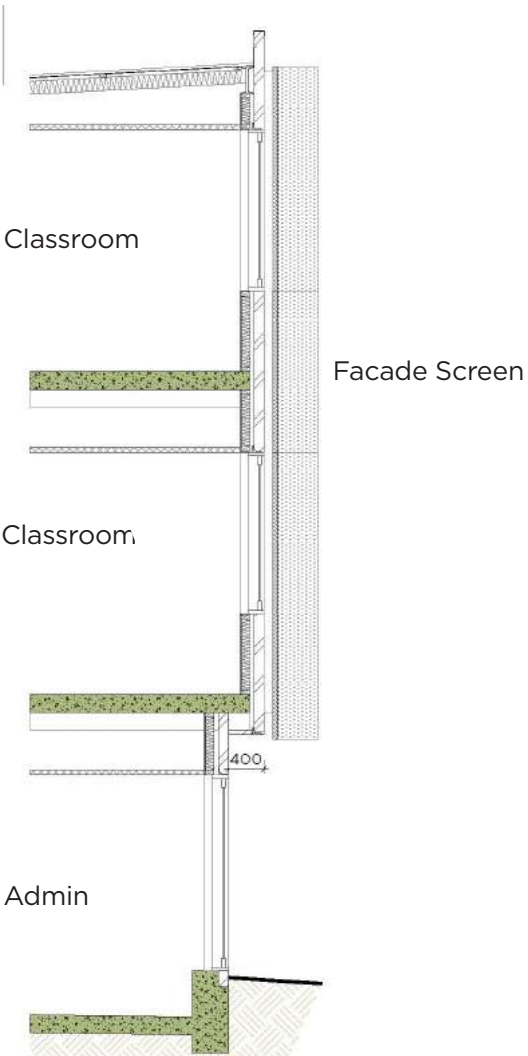
The perforated screen provides a decorative treatment to the building facade but also acts as a filter for sunlight into internal spaces/classrooms with the perforated panel offering a 50 % open area providing the right balance of sunlight and shade. The perforated screen also assist in masking the view of the railway line to the west.



Proposed Facade Materiality



Proposed Facade Screen Pattern Analysis



Proposed Detailed Wall Section

RESPONSE TO GA CONSULTATION

Confirm proposed ventilation strategies. This includes passive/cross ventilation and mechanically assisted ventilation - considering relative operational costs of each.

Areas to be naturally and mechanically ventilated were indicated verbally. Further detail or diagrams should be provided to support and explain the proposed strategy in response to site constraints

PMDL response

Proposed ventilation strategies include passive/cross ventilation and also mechanically assisted ventilation. As noted previously, the noise from the railway line means the building is limited to where natural ventilation can occur within the building. Cost & environmental analysis was carried out by the project consultant team to develop the mechanical services strategy to ensure equipment selection offer the most energy efficiency in the long term. The location of plant rooms are situated on level 3 which provides good maintenance access and minimise noise and visual distraction to the neighbouring properties.

It was noted that there will be a large roof plan which is likely to have a rooftop plant, lift core, skylights etc. which will be visible from the adjacent railway and future residential towers to the south. Consider the design of the rooftop as a 'fifth elevation' including proposed screening to mitigate visual impacts.

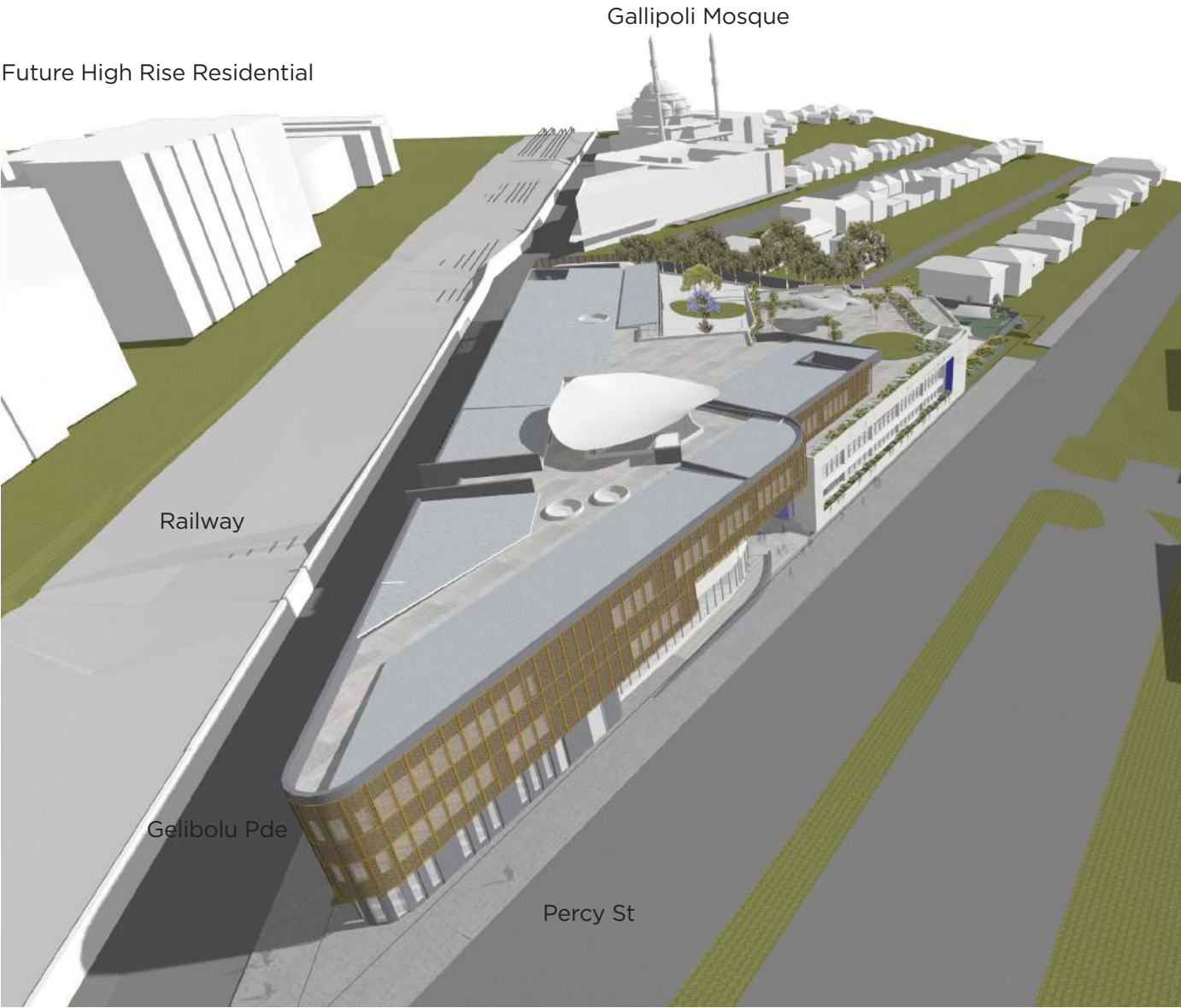
Not yet considered. Further detail should be provided.

PMDL response

The roof plan is a well considered 'fifth elevation' providing visual interest with its roof forms and feature lightweight tensile structure. The main mechanical plant equipment is intentionally located on level 3 to minimise noise and visual distraction to the future residential development located west of the railway line that will see the roof plane.



Natural Ventilation Vs Mechanical Ventilation



Roof perspective - 'Fifth elevation'

RESPONSE TO GA CONSULTATION

3/ Urban Context

It was felt that the design team should give more consideration to the school in its broader urban context - for example, opportunities to extent / connect adjacent lane ways could improve community access to both the school and the park, as well as new pedestrian crossings at Percy Street. These should be discussed with Council as part of the VPA negotiations.

It is understood that Council is still investigating traffic impacts and more information is required in relation to both pedestrian and vehicle access. As students are likely to travel long distances to get to school, there were concerns about high traffic volumes and congestion at drop off and pick up times and the impact on adjacent streets. Proposed drop off points should be shown in drawings.

Noted in negotiations.

Additional details analysis should be provided regarding walking and cycle routes for the local school catchment alongside of public transport opportunities to mitigate the pressure on vehicular drop off and pick up traffic. A green transport strategy should be provided.

PMDL response

The school is situated in an ideal location for its local community and new pedestrian/vehicular access arrangements are currently being discussed between the School and Cumberland Council. These negotiations are intended to result in improvements for the local community and a detailed traffic assessment has been carried out for the site and proposed school. Drop off/pick up zones and bus zones have been proposed along Percy St, Gelibolu parade and Church St. Refer to the Traffic consultants assessment report for more details including Green Travel Plan.

4/ Community Engagement

While it was not discussed at the meeting, ;meaningful engagement with local indigenous communities at this early design phase is encouraged, particularly in relation to the indigenous history of the areas.

Not yet considered. Opportunities for integrating Aboriginal culture and heritage in the design of the built environment including way finding, signage or room naming, materials, colour selection, public art, place making, and 'welcome to country' at the entry should be considered. This should be considered alongside of primary cultural references which have been carefully articulated and supported.

The proponents are encouraged to develop a clearly defined community use strategy at this stage of the design to ensure easy and controlled community use of the school facilities after hours.

It was noted that there is a strong community use focus for the new school and opportunity for engaging with the local community. Further detail and diagram should be provided to explain the proposed management strategy including after hours and /or shared use of facilities.

PMDL response

There is opportunity to integrate Aboriginal culture and heritage in a meaningful way for this project through way finding, signage and public art. The design of the new school establishes a strong Turkish/Australian connection and the environment lends itself to incorporating references to Aboriginal culture, with younger and elder members of the community meeting and passing on their culture and knowledge. Further consultation with local Aboriginal communities will occur during detailed design of the project.

Community use strategy and access to the site 'after hours' has been considered and details can be found in the Operation Management Plan.



Outdoor Forum perspective

RESPONSE TO GA CONSULTATION

5/ Landscaping

GANSW supports the proposed landscaped courtyards and where practical, the introduction of soft landscaping to paved areas. Significant trees should be identified early and protected. The landscape plans should also show proposed landscaping to rooftop open space, including shade structures.

Further detail was provided to all landscaped areas. The design team are encouraged to establish measures to maximise outdoor play areas on site as part of the detailed landscape strategy. Further consideration should be given to providing infrastructure for active play spaces, including a space for a games court that can accommodated various ball sports within the playground rather than the current focus on passive recreation for both primary and secondary school areas.

In addition, the possibility of street trees to Gelibolu Pde and Percy St should be further explored alongside other discussions with Council.

PMDL response

Outdoor play areas are maximised to ensure there are active recreation play areas but also include passive areas with seating & shade for recess/lunch periods. The proposed landscaping retains mature trees to the north boundary of the site and introduces new specimen planting that reinforces the quality of pedestrian environment and assists in the comprehension and legibility of the site by developing existing landscape patterns and integrating those patterns into the overall framework of the proposal. One street is proposed to be removed from Percy St to allow for new driveway to the carpark. On site landscaping is enhanced with deciduous and evergreen trees in elevated planters. Refer to Landscape plans for details.

6/ Future development

A key objective of Better Places is that a master plan, which considers long term development for the site, be established for each - even when one is not required by the client. The design team should identify likely future expansion of the campus to support the current proposal.

Not yet provided. The current commitment to contemporary pedagogy is noted and encouraged however consideration should be given to flexibility of use by teachers who may wish to teach in a traditional mode. This may include dry risers for future flexibility of practical activities zones.

PMDL response

The proposed building and landscaped areas are the complete School Facilities to be provided on this site. There is no future proposal to expand on building accommodation on the site.

The building has been designed so there is some flexibility to re-configure internal spaces and linkages if it is required at a later date. Dry risers will be considered at the detail design stage.

We have worked closely with the School to ensure the design and layout of the spaces are consistent with the School's pedagogy and the School's leadership team are encouraged and excited to be actively engaging with their students in this learning environment to achieve their educational aims.

7/ Next meeting

GANSW would support the proposal going forward to lodged EIS provided that the above issues are adequately resolved or addressed.

This includes a detailed report including diagrams and illustration to clearly demonstrate how design quality will be achieved in accordance with SEPP (Education Establishments and Child Care Facilities) 2017.

The proponents are invited to contact the GANSW to arrange a time for further design review should they wish. Please note that these comments are advisory only.

PMDL response

Contained in the body of this report (Page 17-21) is a response to how the proposed design considers and applies the Education SEPP Design Quality Principles.

A further meeting was not arranged with the GANSW as the response above (page 39-44) sufficiently addressed the matters raised.

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