



SCEGGS Darlinghurst Masterplan 2040

Architectural Design Report

Prepared for



SCEGGS Darlinghurst

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1 Forward

For a school established in 1895, tradition contributes to the values and character of a school with an established reputation for educational excellence. Just as SCEGGS celebrates its history, restoring and consolidating its past, it also continually looks to develop and expand resources and infrastructure to maintain its strengths into the future.

The SCEGGS Masterplan “*Our Path Ahead*”, gives form to our views of the education needed for the future. To equip our students with the skills and competencies to excel in their professional and personal lives beyond school, SCEGGS now needs to provide a greater range of learning spaces with specific purposes, larger classroom spaces with improved functionality, flexibility and adaptability, as well as large open plan spaces for meetings, collaborative exercises and community events. The needs and objectives of a classroom are evolving as rapidly as the contemporary work place. Just as current work spaces aim to foster greater collaboration, connection and innovation, so too do modern learning spaces.

We have no intention of increasing student numbers at all. We like our size – large enough to offer a good range of curriculum and co-curriculum offerings, yet small enough that we know all our students and can tailor an education to a student’s individual needs and abilities. But our facilities need to allow us to do more. Education is increasingly less teacher driven and more student centred. SCEGGS requires a greater variety of spaces which integrate new technologies as well as provide enhanced access to traditional resources. We need a greater range of specialist spaces as well as general learning spaces. A dynamic educational environment of the future needs to offer a more flexible combination of formal and informal teaching and learning spaces. The restrictions of many of the smaller secondary classrooms currently limits learning opportunities. Critical thinking, independent learning and creative problem solving require areas for both constructive individual work and productive collaboration. Ideally, classrooms of the future need to facilitate all modes of learning and the capacity to shift efficiently from one to the other.

The addition of an Information and Research Centre would allow students to explore, debate and present ideas to peers and teachers, as well as accessing information and support for learning. Efficient and reliable technological connectivity throughout all learning spaces ensures that students’ learning is independent, portable and well-resourced in both the short and long term.

Research also strongly supports increased amounts of physical activity in the school day for all students. Our current Sports Hall is used to capacity, and yet our ability to offer the full range of activities which we would wish to offer is still restricted. The fact that we have only one area for physical activity and no swimming facilities at all, both hampers our ability to offer PDHPE as we would wish and also constrains the rest of our timetable and times of delivery for other subject areas as well. This impedes the most effective learning across the board.

Furthermore, as SCEGGS is an inner-city school, the provision of greater greenery in the School is essential. A built environment which includes gardens has been shown to improve students’ engagement while reducing stress, promoting a stronger sense of contentment and well-being – the foundation for effective learning.

We value diversity and already have a strong commitment to providing scholarships for students not able to afford a SCEGGS education. More than 2% of our student population are indigenous students, and we have over 7% of our students on some form of fee relief. We aim for this to be 10% as part of our masterplan.

SCEGGS has a history of commitment to educational excellence. A non-selective school, it encourages all its students, irrespective of background and ability, to reach their potential by ensuring that students develop a deep and genuine love of learning by experiencing the rewards of persistence, diligence and determination. To provide an environment which nurtures and challenges its students, encouraging them to take risks and to think with creativity and originality, SCEGGS has continually sought to optimise and enhance its physical space. Just as SCEGGS encourages students to be the best that they can possibly be, the school also wants to provide the best possible educational facilities.

Jenny Allum, Head of SCEGGS, October 2018



2 Introduction

2.1 Introduction

This Architectural Design Report has been prepared for SCEGGS Darlinghurst by Tanner Kibble Denton Architects.

This report has been prepared to support a State Significant Development (SSD) Application and seeks development consent for:

- 1. Concept approval of the 2040 Masterplan for the SCEGGS Darlinghurst campus, including:
 - > Conceptual approval for the demolition of the following buildings:
 - Wilkinson House fronting Forbes Street
 - Library and science building fronting Bourke Street
 - The old gym building at the northern end of Thomson Street
 - Part of the additions to the Barham Building fronting Forbes Street
 - > Building envelopes and land use for the following new buildings:
 - Four-storey school building at the corner of Forbes Street and St Peters Street for general school purposes
 - Maximum seven storey multi-purpose building fronting Bourke Street for general school purposes and a potential centre based child care facility
 - On-site vehicular drop-off with associated car parking from Bourke Street within the multi-purpose building
 - Maximum three-storey administration building fronting Forbes Street for general school purposes

Conservation works to the existing Barham Building within the school premises to remove non-original building fabric and use for general school purposes

- 2. Detailed consent for the demolition of Wilkinson House, basement excavation, and construction of a new four storey building (new Wilkinson House) comprising approximately 1,325sqm of gross floor area (GFA) and a maximum height of 15m for the purposes of new teaching and education spaces.

2.2 Design Report

This Design Report provides an analysis of the site's current constraints and opportunities for the school's development. The report has also been developed to establish design guidelines and development parameters to clarify the design intent of the proposal and demonstrate how design quality will be achieved in accordance with the Design Guide for Schools and the Design Quality Principles outlined in Schedule 4 of the Education SEPP:

<i>Principle 1</i>	<i>Context, Built Form and Landscape</i>
<i>Principle 2</i>	<i>Sustainable, Efficient and Durable</i>
<i>Principle 3</i>	<i>Accessible and Inclusive</i>
<i>Principle 4</i>	<i>Health and Safety</i>
<i>Principle 5</i>	<i>Amenity</i>
<i>Principle 6</i>	<i>Whole of Life, Flexible and Adaptive</i>
<i>Principle 7</i>	<i>Aesthetics</i>

Each of the Design Quality Principles are discussed in detail in Sections 8 to 14.

This Design Report has also been developed to describe how the design proposal has achieved design excellence and addresses the following matters from clause 6.21 of the Sydney Local Environmental Plan (LEP):

- (a) whether a high standard of architectural design, materials and detailing appropriate to the building type and location will be achieved,
- (b) whether the form and external appearance of the proposed development will improve the quality and amenity of the public domain,
- (c) whether the proposed development detrimentally impacts on view corridors,
- (d) how the proposed development addresses the following matters:
 - (i) the suitability of the land for development,
 - (ii) the existing and proposed uses and use mix,
 - (iii) any heritage issues and streetscape constraints,
 - (iv) the location of any tower proposed, having regard to the need to achieve an acceptable relationship with other towers (existing or proposed) on the same site or on neighbouring sites in terms of separation, setbacks, amenity and urban form,
 - (v) the bulk, massing and modulation of buildings,
 - (vi) street frontage heights,
 - (vii) environmental impacts, such as sustainable design, overshadowing and solar access, visual and acoustic privacy, noise, wind and reflectivity,
 - (viii) the achievement of the principles of ecologically sustainable development,
 - (ix) pedestrian, cycle, vehicular and service access and circulation requirements, including the permeability of any pedestrian network,
 - (x) the impact on, and any proposed improvements to, the public domain,
 - (xi) the impact on any special character area,
 - (xii) achieving appropriate interfaces at ground level between the building and the public domain,
 - (xiii) excellence and integration of landscape design.

These matters are discussed in Section 16.

3 Project Background

3.1 Project Background

SCEGGS Darlinghurst is proposing to undertake building and refurbishment works over the next 20 years so that it can remain a leader in girls' quality primary and secondary education.

The purpose of the Masterplan is to provide a framework for development proposals on the whole campus and to provide a coordinated basis for long term planning.

The school has recently produced a Strategic Plan titled 'Our Path Ahead', which outlines the school's philosophies and direction for the school over the next 20 years. This document forms the basis and background to the Masterplan.

3.2 SCEGGS Masterplan Requirements

SCEGGS Darlinghurst has existed in its present location as a functioning school for girls since 1901 after it acquired the large manor house *Barham*. Following the purchase, it began construction of the *Chapel Building* and so commenced a history of development that has seen the school grow into one of the leading independent girls' school in Sydney.

The school wishes to maintain its position and continue to offer the high standard of education for which the school is renowned. The school must be able to provide appropriate teaching and learning environments that include up to date facilities and allow it the flexibility to further develop and upgrade these facilities into the future.

The school, as a responsible neighbour and land owner committed to staying on its inner-city site proposes, via the Masterplan, to set out its long-term requirements and immediate development program.

Development of the campus over the last 20 years has been guided by the schools 1999 Masterplan. The opportunities for developing the campus in this Masterplan have now largely been realised and successfully integrated into the urban fabric:

- > New Primary School (completed 2001)
- > Old Girls Building (Yellow Building) Refurbishment
- > New Music Centre (Diana Bowman) (completed 2007)
- > New Science and Technology Building (Joan Freeman) (completed in 2012)

The new Masterplan 2040 responds to the remaining areas of the campus that are no longer suitable for the current and projected requirements of the school.

The Masterplan is a response to the current state of the facilities at SCEGGS and outlines the framework within which the school intends to upgrade its existing facilities and integrate new facilities within its unique context over the next 20 years.



4 SCEGGS Darlinghurst Overview

4.1 About SCEGGS Darlinghurst

SCEGGS is a non-selective Anglican school for girls from Kindergarten to Year 12 with a school population of approximately 900 girls.

Located near the centre of Sydney, it attracts students from all over the metropolitan area and is able to utilise the educational resources of the city.

SCEGGS aims to educate its students to become confident, competent and articulate young women in an environment which values diversity and individuality.

SCEGGS was established on the site in 1901 and has been providing high quality education to girls for well over 100 years. Its excellent academic record makes it one of Sydney's leading Independent Girls' Schools.

4.2 Summary History of SCEGGS

On the afternoon of 17 July 1895, a new grammar school for girls was officially opened in Sydney under the auspices of the Sydney Diocese of the Church of England. Sydney Church of England Girls' Grammar School or SCEGGS commenced in a terrace house at 65 (now 55) Victoria Street, Darlinghurst with one pupil, Mary Watson, one teacher, Miss Janet Uther and the Principal, Miss Edith Badham. Within a year, the school had increased to 50 pupils and moved to *Chatsworth*, a large home in Macleay Street.

Within five years, the school had 100 pupils, including a kindergarten and junior school. *Barham* in Forbes Street, Darlinghurst was purchased and the school moved there in 1901.

SCEGGS expanded and opened several branch schools – Bowral (1906-1929) relocating to Moss Vale (1930-1974), Hunters Hill (1912-1915), North Sydney (1911-1941) becoming Redlands (1945-1976), Wollongong (1955-1976) and Loquat Valley (1967-1976). Because of threats to Sydney Harbour during World War II, in 1942, 107 girls were relocated to Leura in the Blue Mountains where an emergency branch school was established.

In 1974, financial difficulties threatened the extended School. Contribution from the school community and the Sydney Diocese ensured that the original school at Darlinghurst continued to operate. Branch schools were closed or became independent from SCEGGS Darlinghurst and have been governed since by their own boards.

A company – SCEGGS Darlinghurst – was formed in 1976 to purchase the school from the Church and to allow its continued existence. One the schools 100th anniversary in 1995 the schools name was changed from 'Sydney Church of England Girls Grammar School, Darlinghurst' to 'SCEGGS Darlinghurst'.

The school has been guided by long term heads of school which has seen only 5 heads appointed since 1895:

1895 – 1920	Miss Edith Badham
1921 – 1947	Miss Dorothy Wilkinson
1947 – 1977	Miss Barbara Chisholm
1978 – 1995	Miss Diana Bowman
1996 – present	Ms Jenny Allum

Under their leadership, SCEGGS Darlinghurst has expanded from the single terrace house of 1895 to its current campus.

From 1865 to 1983, the preparatory school (known as 'Little SCEGGS') operated at Bellevue Hill catering for boys and girls up to kindergarten age and girls up to third class. At the end of 1983 'Little SCEGGS' was closed and girls from Kindergarten to Year 12 were reunited on the Darlinghurst campus.

Enrolments from Kindergarten to Year 12 have grown from one pupil in 1895 to over 730 pupils in the late 1960s, reducing to 500 in the late 1970s following the difficulties of that period and have now increased to over 900 pupils.



Miss Edith Badham



Miss Barbara Chisholm



Miss Dorothy Wilkinson



Miss Diana Bowman

4.3 Student and Staff Population

The school currently enrol a maximum of **942** students with the following distribution of students across the school:

Age Group	Number of Students	Classes
Kindergarten	26	1 Homebase
Year 1	26	1 Homebase
Year 2	26	1 Homebase
Year 3	52	2 Homebase
Year 4	52	2 Homebase
Year 5	52	2 Homebase
Year 6	52	2 Homebase
Primary Subtotal	286	
Year 7	108	4 - 7 Classes
Year 8	108	4 - 7 Classes
Year 9	108	4 - 7 Classes
Year 10	108	4 - 7 Classes
Year 11	112	8
Year 12	112	8
Secondary Subtotal	656	
Total	942	

The school do not propose to increase student numbers under this development proposal.

The school employs a multitude of staff on a full time and part time basis. The school currently has 130 full time and 55 part time staff (185 persons) making **157.5 full time equivalent staff**.

4.4 SCEGGS Learning Requirements

SCEGGS is committed to providing an outstanding education for girls and providing facilities that will meet their contemporary learning needs.

SCEGGS requires facilities that are ‘highly functional, flexible and inspiring spaces that are conducive to future learning and working needs.’

The school requires learning spaces that are innovative, flexible, collaborative and stimulating:

- > Create flexible and stimulating spaces that are adaptable for changing needs of students and learning modes.
- > Promote spaces that encourage learning for students and teachers through collaboration, social interactions, and active investigation.
- > Promote flexible spaces that allow for different sized groups to engage learner self-management and self-direction.
- > Support a full range of teaching strategies from explicit instruction to facilitation of inquiry and authentic project based-learning.
- > Enable future-focused learning practice by the use of on-line collaborative technology to ensure students can access rich stimulus, global perspectives and have the ability to create for a wide authentic audience.
- > Create learning spaces that incorporate high levels of natural light, natural ventilation and visual connections to the outside.

4.5 Learning Space Needs

The school generally suffers from a lack of adequately sized large flexible General Learning Spaces across the campus. Of the schools 30/no. learning spaces provided for secondary students, 18/no. are less than 60m² meaning that there are only **12/no.** learning spaces over 60m² and able to adequately accommodate a full classroom size.

By way of comparison, the NSW Department of Education minimum classroom size is 60m².

Learning spaces are generally undersized and struggle to accommodate a full-size class group. This limits what subjects the school can use these spaces for and they are not able to be fully utilised.

Again, by way of comparison, the NSW Department of Education requires a minimum of 20/no. General Learning Spaces of 60m² for a school of an equivalent size (4 stream).

5 Site Analysis

5.1 Site Location

The principal street address for SCEGGS Darlinghurst is 215 Forbes Street, Darlinghurst and the campus is located between Forbes Street, Bourke Street and St Peter's Lane. The secondary school is accessed from Forbes Street, whilst the primary school is accessed from Bourke Street.

5.2 Site Context

The site is located within the highly urbanised inner-city Sydney suburb of Darlinghurst. Darlinghurst is located approximately 1.5km east of the Sydney CBD. The locality is characterised by two to three storey terrace houses with interspersed small to medium size commercial, retail and workshop facilities and a variety of medium rise to high rise residential and mixed-use buildings, including the Horizon Apartments.





Forbes Street Context



St Peters Street Context



Bourke Street Context

5.3 Site Boundaries

The SCEGGS Darlinghurst campus is located across the following allotments:

Main School Ground	Lot 100 in DP 1151279 Lot 8 in DP 253598 Lot 18 in DP 131188 Lots 9, 10 and 11 in DP 52048 Lots 17 and 18 in DP 53158 Lots 1 – 5 in DP 1139496 Lots C, D and E in DP 108903 Lot 1 in DP 707816 Lot 1 in DP 557311
St Peter’s Street Precinct 217 Forbes Street (Terrace House)	Lot 1 in DP 586075

The entire campus has a site area of 13,676m².

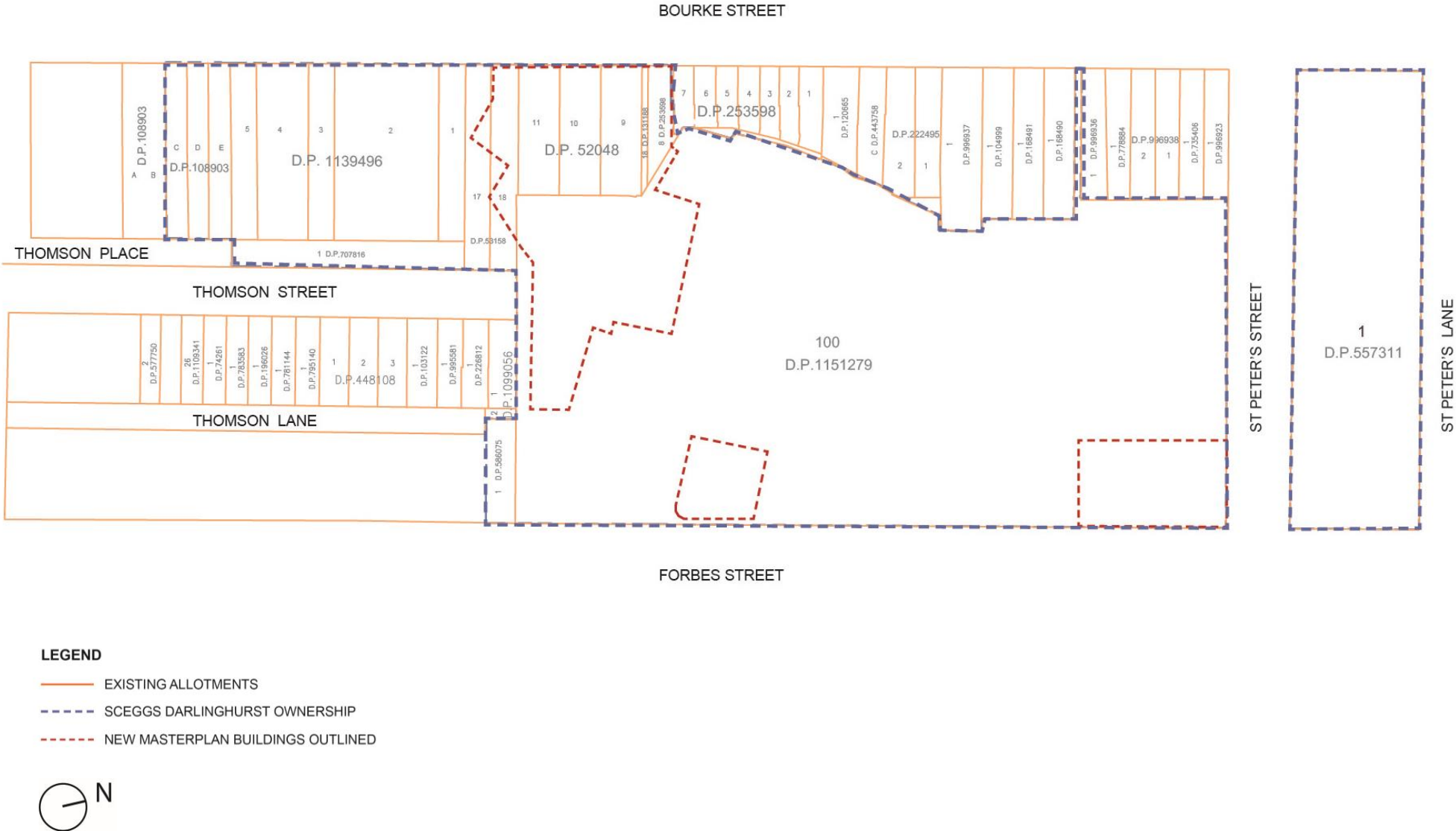
5.4 Site Area and Gross Floor Area Calculations

The entire SCEGGS Darlinghurst campus has a site area of 13,676m².

The Main School Ground, excluding St Peter’s Street Precinct and 217 Forbes Street, has a site area of 11,519m² and existing GFA of 14,388m².

A number of Floor Space Ratios (FSR) apply across the site and the combined maximum permitted GFA across the Main School Ground is **17,729m²**.

Refer to the GFA Calculation contained within the Masterplan drawing set.



5.5 Topography

The SCEGGS Darlinghurst campus has significant level changes with a fall of approximately 11.3m from the southern end of Forbes Street to the northern intersection with St Peter's Street. The ground levels of each of the existing buildings across the site vary from approximately RL 28.7m to RL 40.19m.

The site is bisected by a cliff face that runs roughly north along the line of Thomson Street, then turns west to the rear boundary of the Bourke Street properties and then continues north.

The centre of the campus is located on an elevated plateau with level access from Forbes Street and edged by the cliff face to the west and south with a gentler terracing to the north leading down to St Peter's Street. Two exceptional fig trees dominate the plateau.

The southern end of the campus is largely occupied by the Primary School. It is located three levels below the centre of the campus, generally on grade with Bourke Street and physically quite independent from the rest of the campus.

The cliff face is the edge of a presumed mid-nineteenth century sandstone quarry.

5.6 Views

The main school campus affords panoramic views of the city skyline and glimpses of Sydney Harbour, despite some large towers in William Street. New buildings will be designed to take advantage of the views without adverse impact on neighbours' views or privacy.

Thomson Street has been built along the top of the cliff and has two and three storey terrace housing on its eastern side. The fronts of the terrace houses and many parts of the western side of the school enjoy interesting views over East Sydney rooftops to the Sydney CBD eastern edge and skyline.

5.7 Solar Access

Due to the general north-south orientation of the campus, the majority of buildings tend to face east-west and require solar protection from direct sun and glare. The school has achieved this by providing internal curtains and in some cases, external louvres and solar fins. External solar protection is more effective and will be encouraged in all future projects. It will help reduce the overall energy requirements on the site.

Whilst providing appropriate levels of solar protection, all new developments will also need to provide adequate and even daylighting levels to learning spaces and work areas.

Shaded external spaces are also required for summer but these must be balanced against the provision of sunny open space for winter use. It should be noted that concerning sun protection, the school is closed for December and January of each year and the school teaching day generally finishes at 3.20pm meaning that the school is mostly vacated during the hottest periods.



5.8 Overshadowing

Overshadowing of the secondary outdoor spaces is minimal due to the north-south orientation of the site.

A significant overshadowing effect on the SCEGGS campus and the surrounding neighbourhood is caused by the adjacent 43 storey Horizon Apartments. The tower casts morning shadows on the SCEGGS campus and surrounding properties.

There is some overshadowing of the Primary School playground due to the Library and Art Buildings to the north. Due to the cliff and cliff top buildings, there is considerable morning overshadowing of the playground, especially in winter.

5.9 Wind and Breezes

Due to its elevated position on a plateau rising up from Woolloomooloo and Sydney Harbour, SCEGGS is in a good position to capture north-easterly sea breezes providing some welcome natural relief in the hot summer months.

The site is also susceptible to the more unpleasant hot north-westerly winds and the infrequent but cold south-westerly winds. Buildings should be designed to offer some shelter from these winds.

New buildings will be designed to take advantage of breezes and maximise natural cross ventilation.

5.10 Noise

The campus is subject to noise impacts from the surrounding streets. The presence of traffic from nearby William Street and Bourke Street is a source of almost constant background noise. All new buildings will need to take noise into consideration.

The presence of students on the SCEGGS site is also a source of noise. Noise from students is generally restricted from 8.00am to 3.30pm Monday to Friday during school terms, with the maximum noise created before and after school, at recess and lunchtime.

Official school hours are 8.20am – 3.10pm. Parts of the school are used for extracurricular activities during weekdays till 9.00pm.

A small number of children remain on site for after-school care in the Primary School 'After School Care / Multipurpose Room' in the Primary School and adjacent playground until 6.00pm each school day. The school also provides vacation care which is generally held in the Centenary Sports Hall and the Primary School 'After School Care / Multipurpose Room'.



Thomson Street looking South



Views looking South West to Sydney CBD



Thomson Street looking North



Views looking West to Sydney CBD



Thomson Street elevated above the cliff face and Primary School



Views looking North West across William Street

5.11 Pedestrian Access and Security

Access into the SCEGGS Darlinghurst campus is restricted for the security of students and staff. The main access for the secondary school occurs on Forbes Street with the main gate called the 'Jacaranda Gate' only being kept open for a limited time before and after school. The main access for the primary school is through the 'Bourke Street Gate' which again is only open for a limited time before and after school.

The principal access point at all other times is restricted to a small 'Green Gate' in the boundary wall marked 215 Forbes Street, which gives access to the school's reception and main administration area.

There are other access points into the school around the campus but these are kept locked unless access is required by the school.

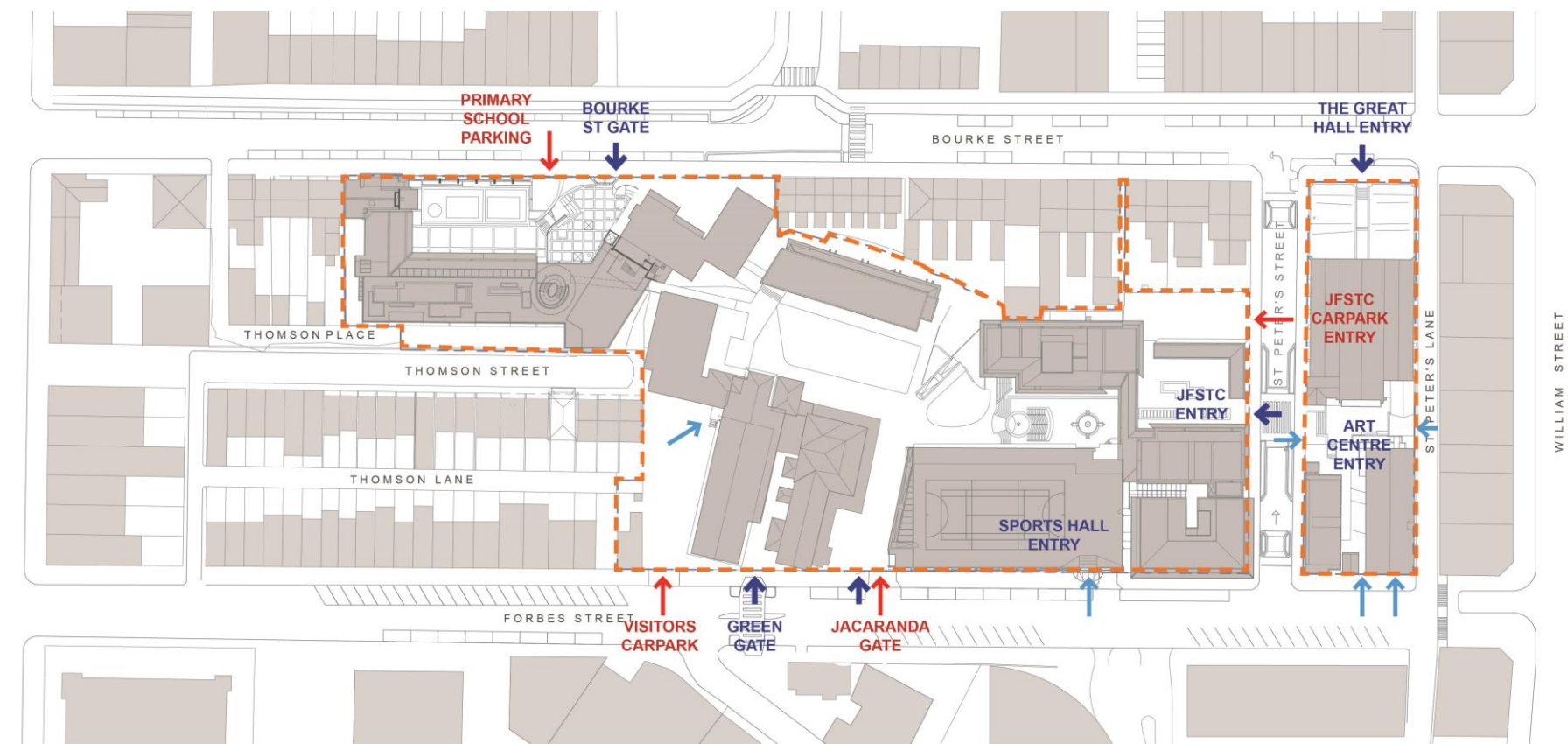
The Forbes Street Visitors Carpark provides an access point through the Chapel Building, which is locked and access is via a keypad. A large archway between the Chapel Building and the Old Gym permits access to the central lawn area of the school but it is generally kept locked.

The Centenary Sports Hall has its own independent entrance on Forbes Street providing direct barrier free access to the buildings lift.

The Joan Freeman Building has its own entrance on St Peter's street which provides access between the main school grounds and the St Peter's Precinct. This entrance is locked and access is via a keypad.

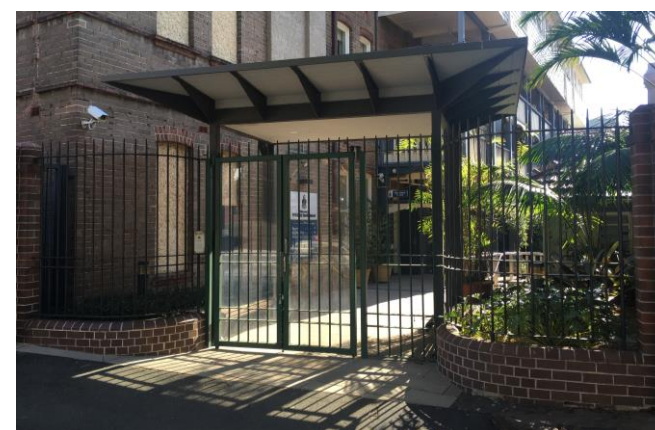
The St Peter's Precinct contains multiple access points. The Playhouse has independent access points from Forbes Street and a loading dock area off St Peter's Lane however the main entrance for the school is from St Peter's Street, which is locked and access is via a keypad.

The ceremonial access to the Great Hall remains at Bourke Street but the main entrance for the school and general public is through the south transept doorway. This doorway opens directly onto St Peter's Street and provides barrier free access to the hall.

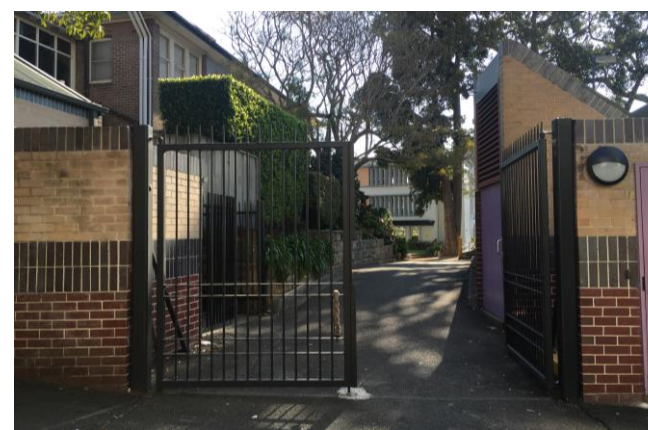


LEGEND

- VEHICULAR SITE ACCESS
- PEDESTRIAN SITE ACCESS - MAJOR
- PEDESTRIAN SITE ACCESS - MINOR
- SECURITY



Green Gate



Jacaranda Gate



Bourke Street Gate

5.12 Pedestrian Circulation

The buildings located in the centre of the SCEGGS campus are generally located on the eastern and western boundaries defining a central courtyard area known as *The Lawn*. This elongated area defines the main circulation spine that runs north south through the school, linking the St Peter’s Precinct to the north with the Primary School to the south. All major SCEGGS buildings run off this spine.

Several level changes occur along the spine due to the topography of the site. Each building is a multilevel structure with its own internal circulation system based on a series of open or fire isolated stairs depending on their locations.

The level changes are most complex and convoluted in the combined *Old Science and Library Buildings* which are offset by approximately half a level.

There are four passenger lifts on the site which generally provide access to the newer buildings on the campus, including the Primary School, Library Building, Centenary Sports Hall, Joan Freeman Building and Wilkinson House. The Joan Freeman Building also includes a low rise wheelchair platform lift, which provides access into the building from St Peter’s Street.

There are 3 pedestrian crossings around the campus to allow for students to safely cross Forbes Street, Bourke Street and St Peter’s Street.



5.13 Soft Landscape Areas

There is only limited area for soft landscape. This is generally confined to the central courtyard area, some planting along boundary walls and the west of The Great Hall.

In the central courtyard, the landscape features consist of the two historic Moreton Bay fig trees, a Kauri Pine and a raised lawn area with planter beds on the western side. Under the fig trees is a section of low shade loving plants. There are brightly coloured flowerbeds surrounding Barham.

The other section of landscaped open space surrounds the former St Peter’s Church. The western side presents an attractive lawn and landscaped address for The Great Hall.

5.14 Trees

The campus contains two significant Moreton Bay Fig Trees at the centre of the campus which provide summer shade protection and contribute to the scenic qualities of the school. These trees are to be retained and protected.



5.15 Open Space

Due to its inner-city location, open space and recreational space on the SCEGGS Darlinghurst campus is at a premium. Much of the school's current recreational open space is located on roof decks over buildings providing useable, flat areas for outdoor activities. A multiple use sports court deck is located on top of the *Centenary Sports Hall*.

The *Primary School* and *Library Building* roof terrace provides valuable passive recreation space for the secondary school population at the main school level.

The school has been successful in creating additional open spaces where it can. Whilst the school generally provides for the recreational needs of its students, it recognises the need to provide additional student amenity and will seek to incorporate rooftop space wherever possible.

The *Primary School* includes the largest playground space on the campus.

The St Peter's site includes an area fronting the former church on Bourke Street and has been landscaped to provide an attractive and ceremonial address to *The Great Hall*.

The Joan Freeman building also includes a large roof terrace for additional recreation space.

5.16 Transport

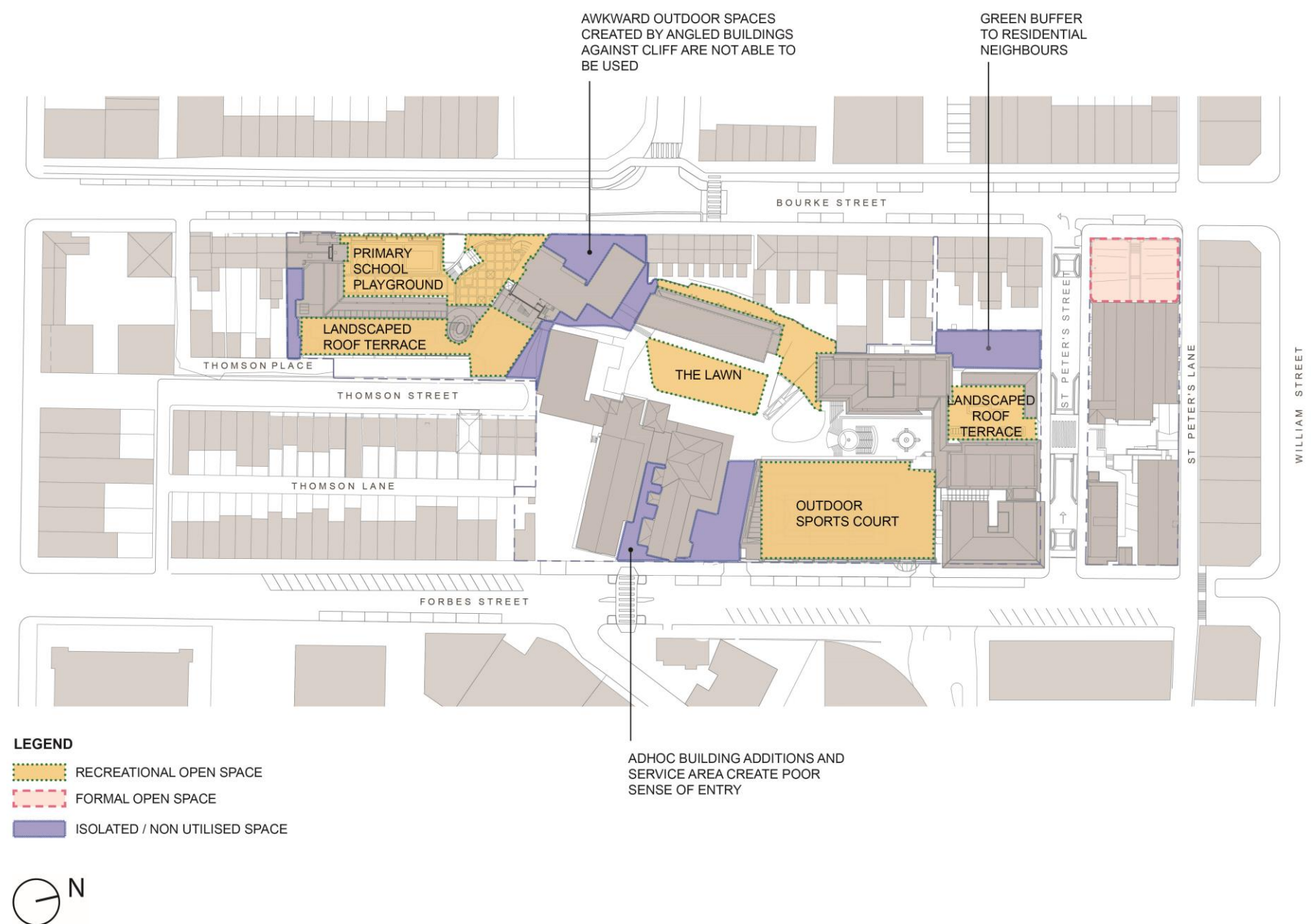
The site is highly accessible by public transport, with bus stops located adjacent to the school on Bourke Street and in close proximity on William Street, Stanley Street and Darlinghurst Road. The site is also located approximately 400m from Kings Cross train station.

5.17 Servicing

Deliveries are currently accepted through the Forbes Street Carpark entry and through the 'Jacaranda Gate' adjacent to the Centenary Sports Hall except in peak school periods (i.e. morning drop-off and afternoon pick-up). Couriers and contractors also use these access points on a day to day basis. During the school holidays maintenance contractors generally access the school via the 'Green Gate' and the Forbes Street Carpark.

The main garbage containers for the secondary school are located adjacent to the 'Jacaranda Gate' in an enclosure at the rear of Barham. It is adequate but poorly situated with respect to the presentation of the school entry. A separate garbage area for the Primary School is located off Bourke Street within the Primary School Carpark.

Waste and garbage is collected and removed every weekday after 3.15pm. Recyclable waste is collected separately, stored near the main garbage container area and taken off site by a dedicated recycling firm.



5.18 Carparking

The school offers the majority of full-time staff off-street car parking with the following provisions:

Off-street Carparking	Carparking Numbers
Bourke Street Carpark	22 staff
Joan Freeman Carpark	81 staff + 2 accessible
Forbes Street Carpark	7 visitors / deliveries
Horizons Carpark	18 staff

The school also offer subsidised carparking at the Reilly Street public carpark if required.

General visitors to the school are catered for in the Forbes Street carpark or use the adjacent 2 hour angled parking in Forbes Street.

Visitors to The Great Hall and The Playhouse are generally able to utilise the Joan Freeman Carpark (83 car spaces) for functions held outside of school hours.

5.19 Pick-up and Drop-off

On-street pick-up and drop-off zones are currently provided on Forbes Street for the secondary school (9 spaces) and on Bourke Street for the primary school (10 spaces). These zones operate between 7.30am – 9.00am and 2.30pm – 3.30pm.

5.20 St Peter's Street Shared Zone

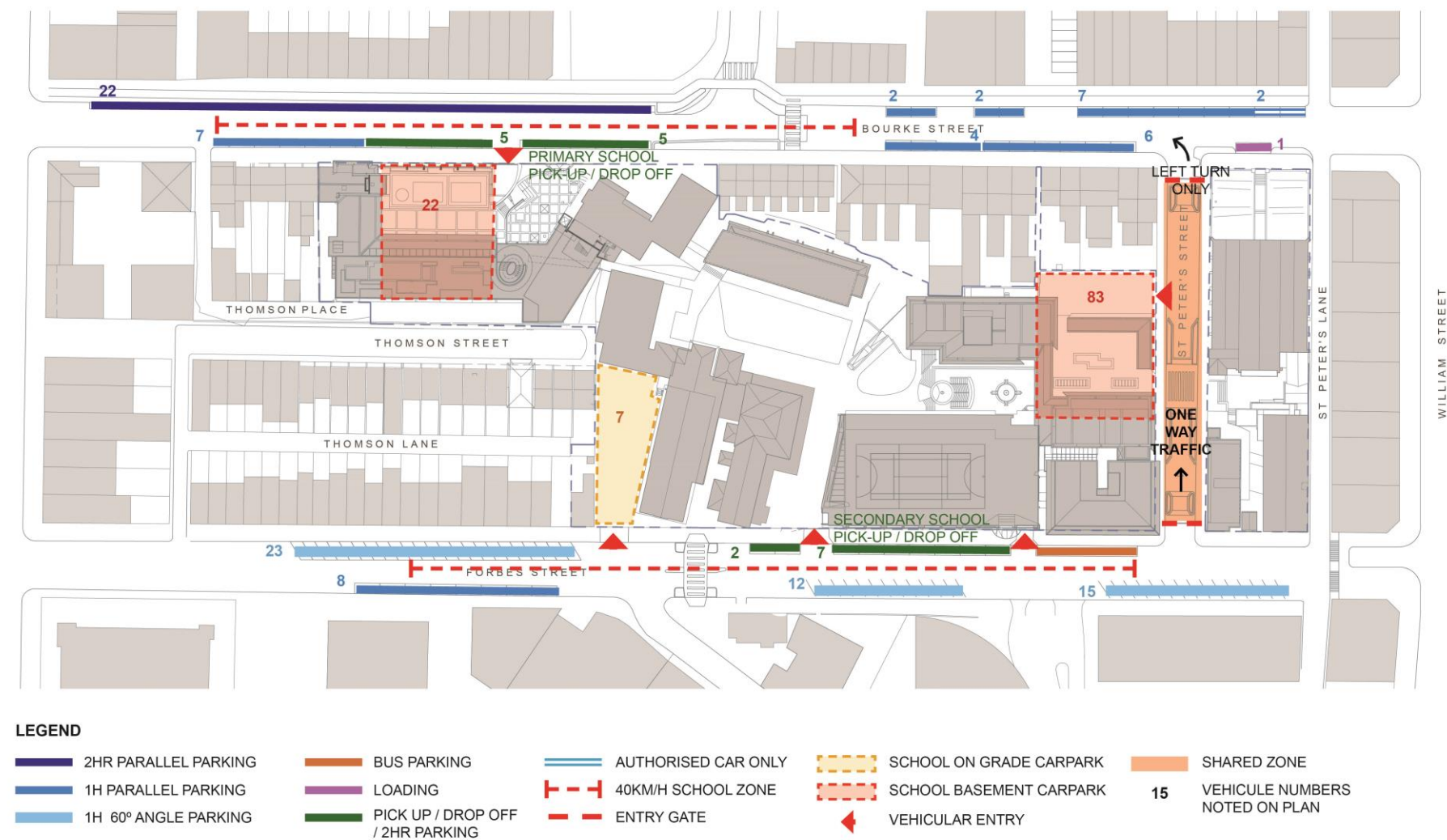
St Peter's Street has been developed as a car and pedestrian shared zone to improve the safe movement of students and staff between the main campus and the St Peter's Precinct.

A number of pedestrian safety features and traffic calming devices were built by the school in 2012, including a raised wombat crossing, street narrowing (with planter beds) and raised thresholds.

Whilst a public street, the City of Sydney also installed boom gates at both ends of St Peters Street so that the street is closed off to vehicular traffic, except for at peak drop-off and pick-up times agreed with the City of Sydney:

Monday to Friday	Open 6.30am – 9.00am Open 2.30pm – 7.30pm
Weekends and all other times	Closed

The boom gates automatically operate and school has remote controls to open the boom gates when required.



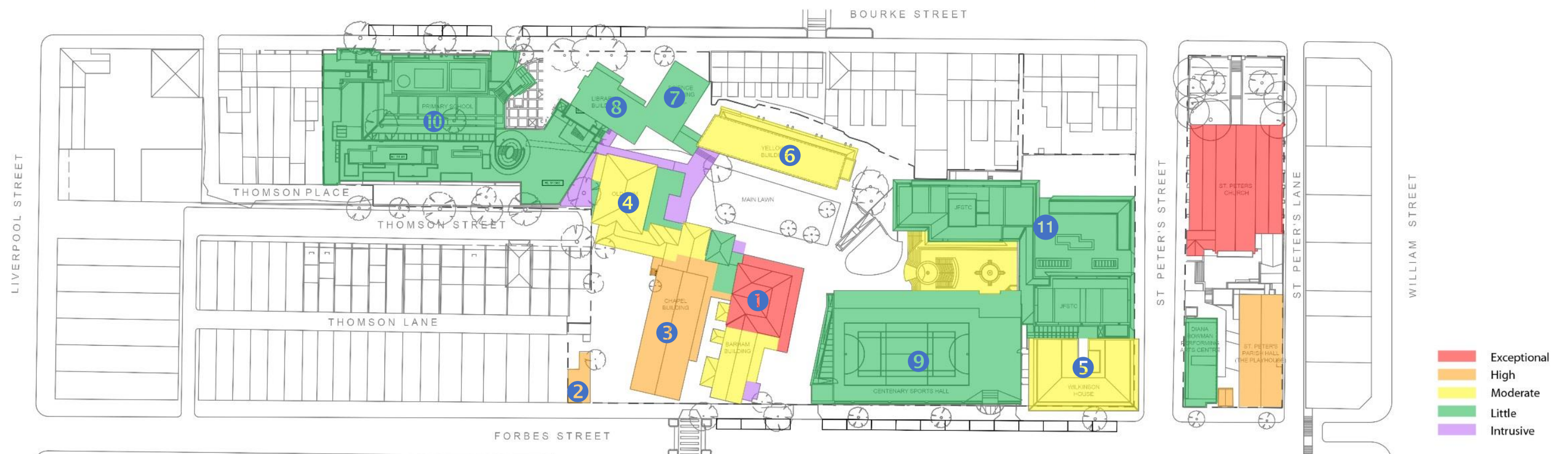
5.21 Heritage

The SCEGGS Darlinghurst campus is locally listed, and is within the C13 East Sydney Special Character and Conservation Area.

Constructed at various times prior to and during the School's occupation of the site, many of the buildings are multi-purpose academic buildings, with others housing staff and administration, sporting and performance spaces.

The buildings in the School are of varying levels of significance, ranging from exceptional to intrusive (refer diagram below). Many of these buildings have been modified internally and externally over the years, sometimes to the detriment of the heritage fabric, impacting their legibility.

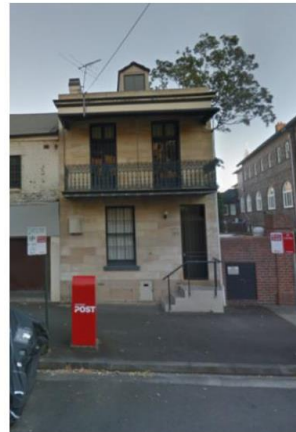
The buildings which are the subject of the proposed works of this masterplan include *Barham* (1833), the *Chapel Building* (1901), the *Old Gymnasium* (1925), *Wilkinson House* (1926), the *Science Building* (1967) and the *Library Building* (1970).





1. Barham

Constructed in 1833 for Edward Deas Thomson by architect John Verge, it is one of the last remaining Verge houses. The verandah was constructed c1880s. The School purchased the building and site in 1900, at which time it was extended to the east. Later extensions occurred to the south-west c1907-1914, 1922 and 1960s. The verandah was enclosed c1914. The building is largely intact internally, and is significant for its historic, aesthetic and social value.



2. Nelson House

Constructed 1878-1880, the building dates from one of the key periods of development in Darlinghurst. It is a good example of a late Victorian terrace. The School purchased the building in 1974, but sold it back to the previous owner in 1975. It was repurchased in 1993, renamed 'Nelson House' after its previous owner.



3. Chapel Building

Constructed in 1901, the building is the first purpose-built school building on the site. It is a good example of a federation school building. The building was extended to the east 1909-1911, and to the west in 1925. The former 'Main Hall' was converted into the Chapel c1926. The building is relatively intact internally and externally, and is significant for its historic, aesthetic and social value.



4. Old Gymnasium

The Old Gymnasium was constructed in 1925, and was the first gymnasium on the site. It was designed as a multi-purpose building, with gymnasium on ground floor and classrooms on first floor. The building has been substantially modified externally, with some modifications internally to the gymnasium space. The classrooms at first floor retain much of their original spatial configuration.



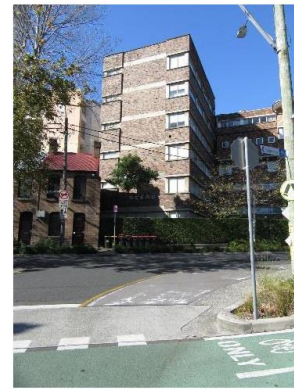
5. Wilkinson House

Formerly Gwydir Flats, the building was constructed in 1926 and designed by Emil Sodersten, and is likely one of the last surviving of his early works. The building is representative of 1920s apartment buildings and their use of eclectic architectural styles. The building was purchased by the School in 1960 and was used as Boarding House till 2001 when it was converted into a Senior Studies Centre.



6. Old Girls Building

Built in 1952, the building was constructed to meet the growing need for additional classroom space at the School. The building originally housed nine classrooms, a lecture theatre and a library. The library was relocated from the top floor on the construction of the Library Building in 1970. The building was originally known as the Yellow Building after its yellow-cream colour, it was later renamed the Old Girls Building.



7. Science Building

The Science Building was constructed in 1967 as a direct response to the expansion of curriculum and facility requirements for expanded student population after the introduction of the Wyndham Scheme. It housed Physics/Chemistry laboratories as well as general classrooms. All classrooms were later converted to laboratories. The building operated as science laboratories until the construction of the Joan Freeman Science and Technology Centre in 2012.



8. Library Building

Constructed in 1970, the building was a purposed-built Library building which also housed language laboratories, and replace the library in the top floor of the Old Girls Building (Yellow Building). The building won an award for its innovation and integration of technology for learning within the building. In 1992 the building was extended with three additional stories added, to house the Auditorium.



9. Centenary Sports Hall

Constructed in 1995, the Sports Hall replaced the 1951 tennis courts and 1957 swimming pool. After its completion, all sporting activities were relocated from the Old Gymnasium to the new Sports Hall. The building includes courtyard, landscaping and two levels of foyers which provided access to adjacent buildings. Opened on the Centenary of the establishment of the School, a time capsule which was laid in the western wall to commemorate the event.



10. Primary School

The primary school was constructed in 2001, replacing the existing primary school which was housed in terrace houses purchased along Bourke Street.



11. Joan Freeman Science and Technology Centre (JFSTC)

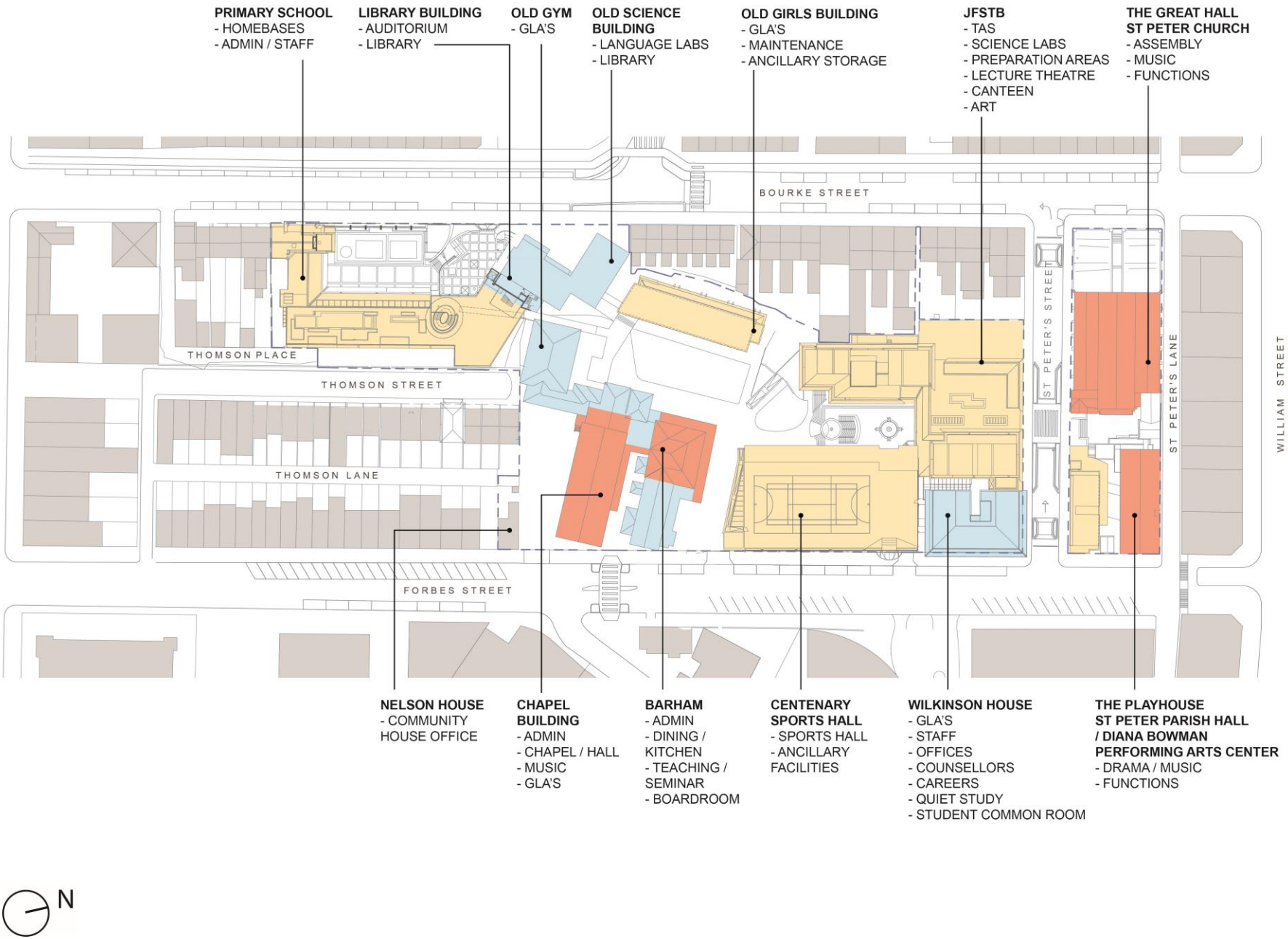
The JFSTC was constructed in 2012 providing new science laboratories and technology classrooms, consolidating all classrooms into the one purpose-designed building. The building replaces the former carpark and location of demountable buildings which were being used to house art classrooms. The building is named after Joan Freeman, an Old Girl and Australian Nuclear Physicist.

5.22 Building Usage and Facilities

The current usage of buildings across the campus are shown on the adjacent site diagram.

SCEGGS has several purpose-built buildings that are full utilised and meet the school's needs:

- > Primary School
- > Old Girls Building
- > Centenary Sports Hall
- > Joan Freeman Science and Technology Centre
- > Diana Bowman Arts Centre
- > The Great Hall and Playhouse





Primary School



Barham



Diana Bowman Performing Arts Centre



Old Science Building / Library Building



Old Girls Building



Joan Freeman Building



Chapel Building / Green Gate



Wilkinson Building



Joan Freeman Building

5.23 Existing Built Form

The built form of the school is eclectic and of varying quality. The original residence / school building – *Barham* – is flanked by the *Chapel Building* which is connected to the *Old Gym* to the south and linked by covered ways to the *Old Girls Building* classroom block which is sited on the western side of the plateau. These buildings and the fig trees to the north define the central lawn. Although *Barham* has been modified from its original state, the school’s aim is to restore the exterior of the house to its mid-nineteenth century form under the Masterplan.

Barham and the *Old Girls Building* are rendered and painted masonry whereas all other structures in the Secondary School are in face brick with clinker brick identifying the 60s buildings.

The older buildings have timber windows and door joinery whereas all others have predominantly aluminium framed openings.

Barham, the *Chapel Building* and the *Old Gym* have pitched roofs, whereas all other buildings generally have flat roofs.

To the south-west the multistorey *Old Science Building* and *Library Building*, a group of interconnected structures also linked to the *Old Gym* and *Old Girls Building* by covered ways, are built over the cliff edge commencing from the Bourke Street level.

To the north-east the new multi *Centenary Sports Hall* defines the Forbes Street frontage. This building has an independent entry from Forbes Street. It was included as an exemplary urban infill project in DCP1997 for its ‘articulation of facade using structural elements to provide rhythm.’

To the north of the *Centenary Sports Hall* is located *Wilkinson House*, which defines the corner of Forbes Street and St Peter’s Street.

The *St Peter’s Church* is now used as a school hall and has been renamed *The Great Hall*. The former *Parish Hall*, now called *The Playhouse* has been converted into a drama performance space with a stage and basement change area.

The Primary School utilises face brick and painted cement render finishes. Its design on Bourke Street has been articulated to reflect the terrace house urban grain on Bourke Street.

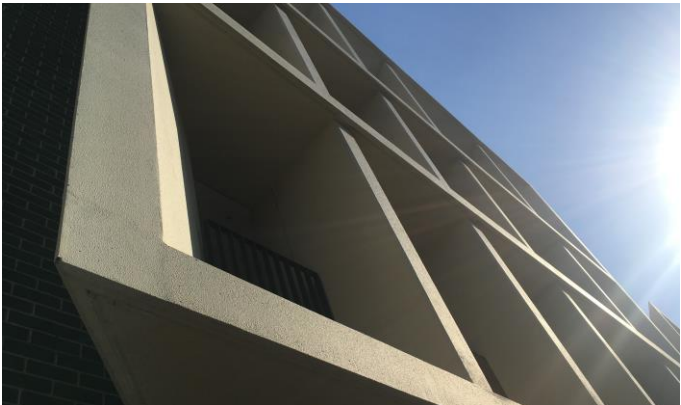
Diana Bowman Performing Arts Centre includes a sandstone facade facing St Peters Street, and makes reference to the sandstone character of *St Peter’s Church* and the *Playhouse*.

5.24 Existing Materials and Finishes

The campus features a mixture of materials and finishes, with a predominance of face brickwork and painted concrete / cement render finishes.

Newer building on the campus have also introduced charcoal coloured light weight cladding with accent of timber grained cladding used to soften elements of the buildings.

The St Peter’s Church and Parish Hall feature external sandstone walls. Newer building within this precinct have incorporated sandstone finishes in keeping with this precedent.



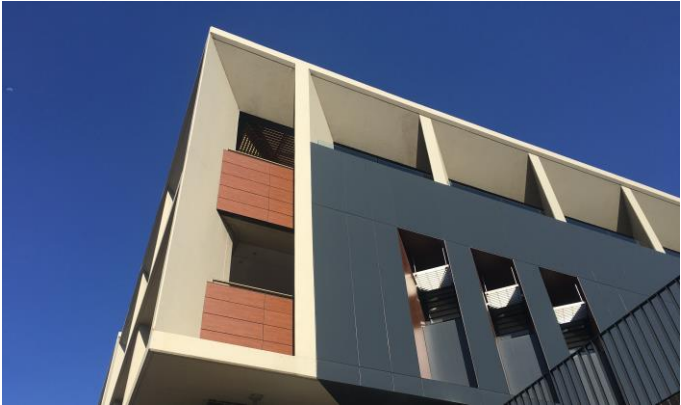
Painted and cement render finishes



Face brick



Sandstone cladding



Timber grain and prefinished light weight cladding

5.25 Identified Site Constraints

The following buildings have been identified as being underutilised, not meeting the school’s requirements and detracting from the overall presentation of the school:

- Library Building / Old Science Building*
- > These buildings are angled to the boundary creating awkward outdoor spaces that are not able to be used.
 - > These buildings have various split levels and small floor plates which do not meet requirements for access and contemporary learning spaces.
 - > These buildings relate poorly to the existing urban grain and terrace house street context.

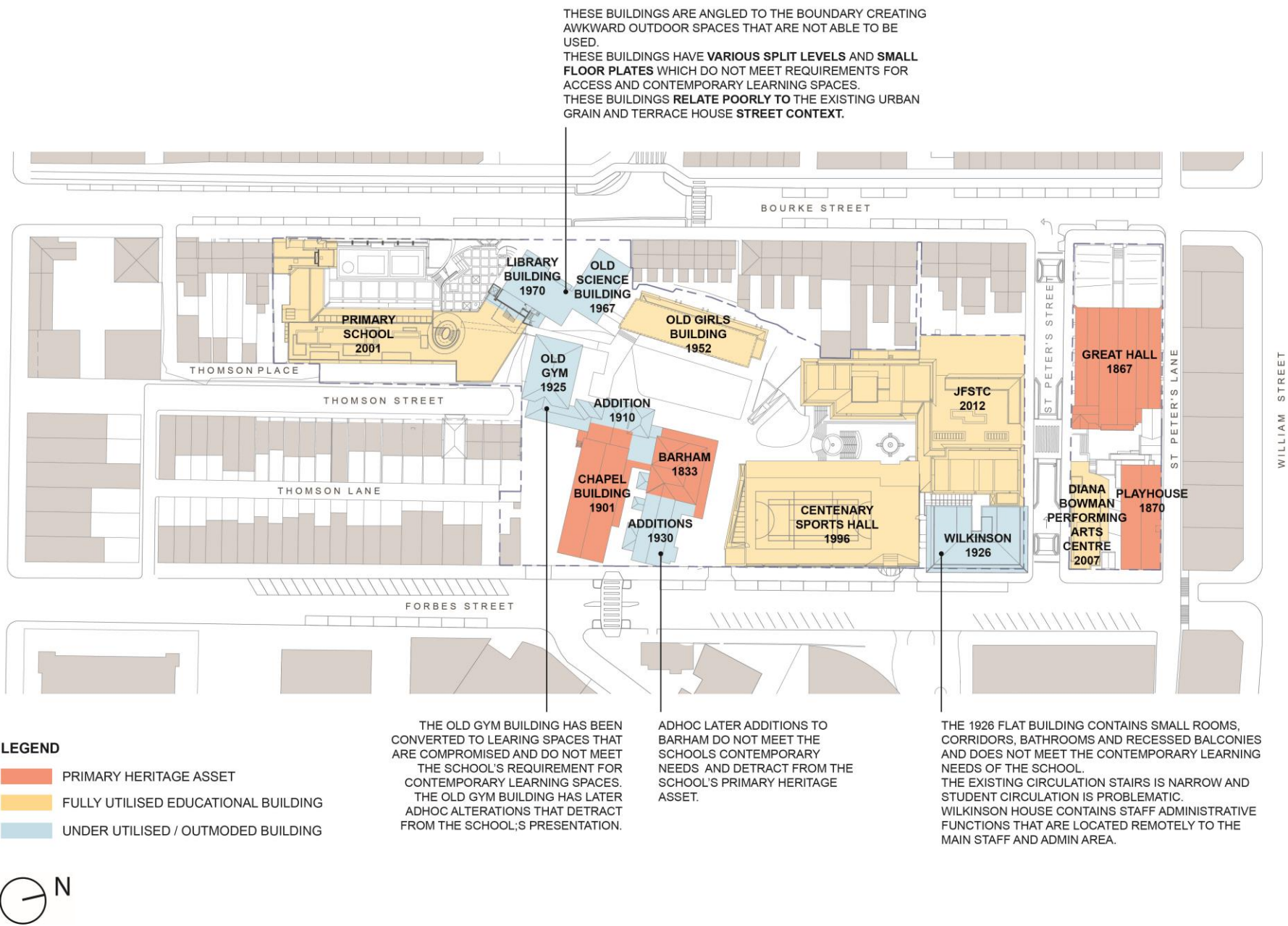
- Old Gym*
- > The old gym building has been converted to learning spaces that are compromised and do not meet the school’s requirement for contemporary learning spaces.
 - > The old gym building has later ad-hoc alterations that detract from the school’s presentation.

- Chapel Building Additions*
- > Later alterations and additions to the western end of the Chapel building are not well utilised and detract from the school’s presentation.
 - > Later additions compromise the sense of entry into the campus and connections from the main entry into the central courtyard and heart of the school.

- Barham Additions*
- > Ad-hoc later additions to Barham do not meet the school’s contemporary needs and detract from the school’s primary heritage asset.
 - > Barham additions are poor quality construction with fire escape issues.

- Wilkinson House*
- > This 1926 flat building contains small rooms, corridors, bathrooms and recessed balconies that do not meet the contemporary learning needs of the school.
 - > The existing circulation stair is narrow and student circulation is problematic.
 - > Wilkinson House contains staff administrative functions that are located remotely to the main staff and admin area.

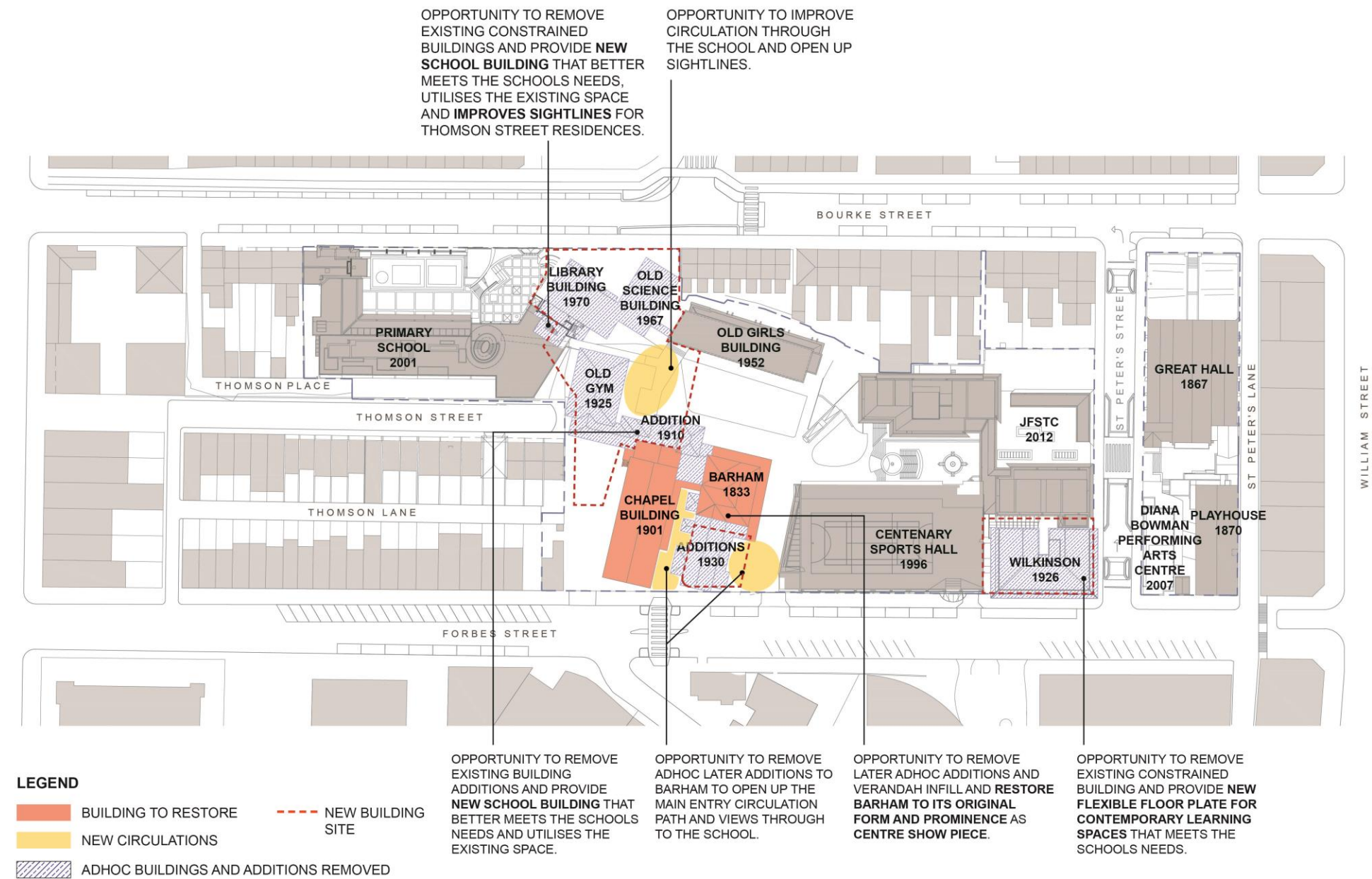
The school has identified these buildings as the areas of the campus that require redevelopment in order to better meet their needs. The school has also identified that some staff and administrative functions are located remotely from the main area and the redevelopment of the campus offers the opportunity to redistribute some of the school’s functions to ensure that staff and administrative functions are colocated together in one main facility at the campus entry.



5.26 Site Opportunities

Based upon the identified site constraints, the following opportunities have been identified for redeveloping the campus:

- > Opportunity to remove the existing constrained Library Building, Old Science Building and Old Gym and provide a new school building that better meets the educational requirements of the school, better utilises the existing space and improves sightlines for Thomson Street Residences.
- > Opportunity to remove the later ad hoc additions to Barham and the Chapel Building to open up the main entry circulation path and views through to the school.
- > Opportunity to remove the later ad hoc addition to Barham and provide a new administration building at the main entry to the campus and that will create a much improved and welcoming entry.
- > Opportunity to restore the external appearance of Barham to its original form and prominence as a centre show piece.
- > Opportunity to remove the existing constrained Wilkinson House building and provide a new flexible floor plate for contemporary learning spaces that better meets the educational requirements of the school.



6 Masterplan Proposal

6.1 General Outline

The Masterplan for the school is aimed at redeveloping key areas of the SCEGGS campus that are currently underutilised and do not meet the contemporary learning requirements of the school. The Masterplan provides a framework for development of the campus over the next 20 years.

The Masterplan is also aimed at rationalising the distribution of learning and administration spaces across the campus:

- > Consolidate staff and administration centrally and adjacent to the main school entry off Forbes Street
- > Consolidate the School's multi-purpose and shared facilities at the centre of the campus
- > Retain the Primary School at the southern end of the campus and consolidate the Senior School at the northern end

The Masterplan consists of 3 primary components:

- > Wilkinson House Redevelopment
- > New Administration Building / Barham Restoration / Revitalised School Entry
- > New Multi-Purpose Building

The redevelopment of the campus is aimed at providing improved facilities for the school and there is no proposal to increase student numbers.

The redevelopment of Wilkinson House is proposed to be carried out as the first stage of work in order to address the schools most pressing need for larger flexible learning spaces.

6.2 Stage 1 Wilkinson House Redevelopment

The proposal for Wilkinson House is to provide larger flexible spaces for learning and meeting.

The redeveloped Wilkinson House is to accommodate:

- > Large flexible learning spaces associated with the Joan Freeman Science and Technology Centre and the Centenary Sports Hall.
- > Large flat flexible multi-purpose space suitable for meetings, music and drama rehearsals, examinations, etc.
- > Larger flexible learning space connected to the Centenary Sports Hall, to accommodate ancillary sporting activities and functions.

6.3 New Administration Building / Barham Restoration / Revitalised School Entry

The proposal for the new Administration Building is to replace the later ad hoc rear additions to Barham with a new purpose-built administration building, that creates a new revitalised entry to the school and incorporates the restoration of Barham.

The main entry forecourt space will be widened and extended through to the central main lawn, providing a clear sense of entry and greatly improved circulation, access, security and wayfinding into the school.

The new Administration Building will accommodate new staff administration facilities:

- > Main Reception
- > Staff Offices
- > Staff Dining
- > Multi-Purpose Meeting Room
- > Ancillary Facilities
- > Lift and Amenities

The restored Barham will accommodate:

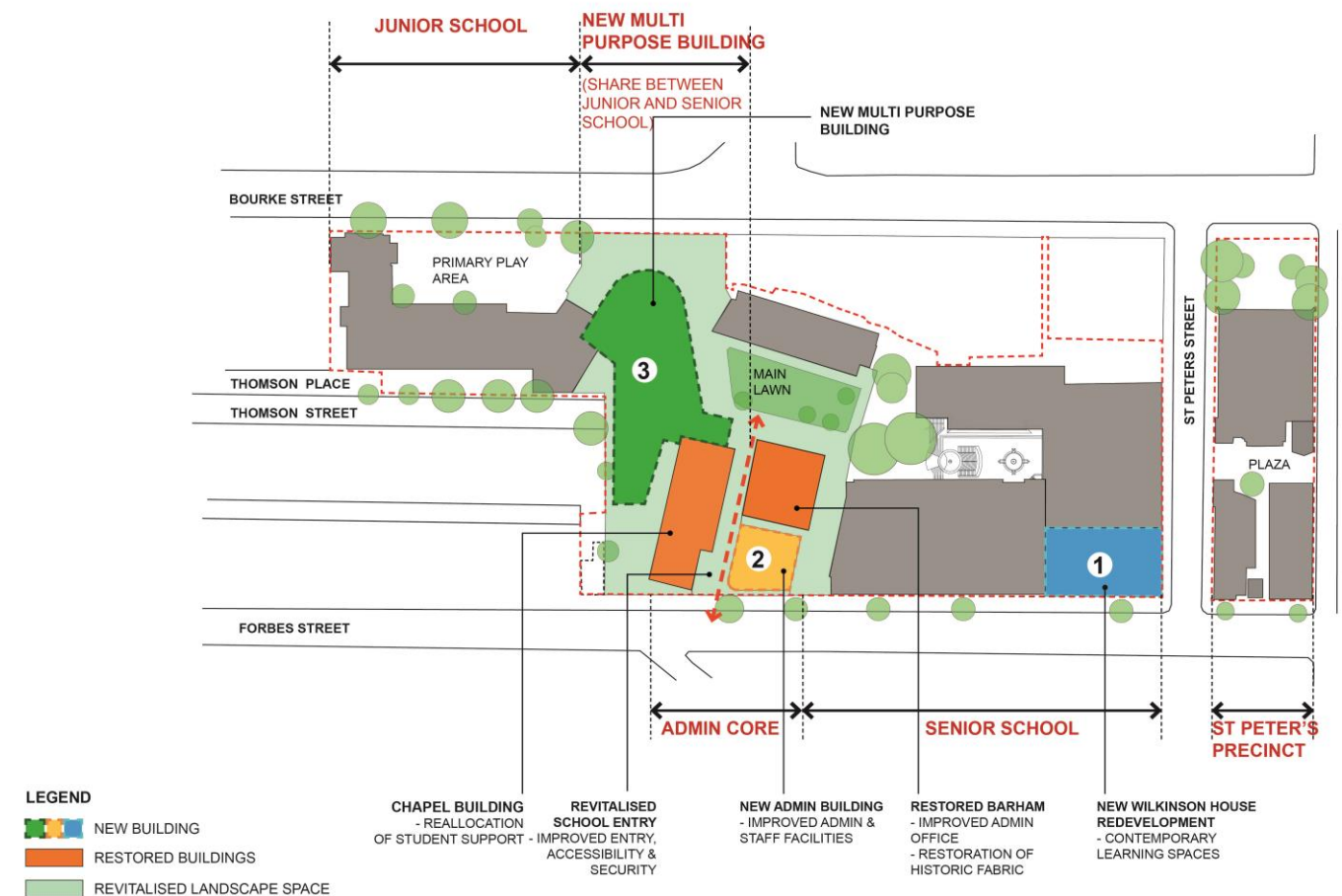
- > Head of School Office
- > Secretary
- > Meeting Rooms
- > Interview Room
- > Staff Offices

6.4 New Multi-Purpose Building

The proposal for the new Multi-Purpose Building is to replace the existing Library, Old Science Building and Old Gym Building with a new building able to accommodate a number of multi-purpose and shared functions.

The new Multi-Purpose Building could be used for the following purposes to be confirmed in the future:

- > School Library (serving the entire school)
- > 25m Indoor Swimming Pool
- > Early Learning Centre (childcare, 90 children maximum)
- > General Learning Areas (GLA)
- > Multi-Purpose Meeting Rooms
- > Basement Car Parking and Drop-off/Pickup



6.5 Wilkinson House Options Analysis

The proposal to redevelop Wilkinson House includes the demolition of the existing building and replacement with a new purpose-built building.

The school originally purchased Wilkinson House in 1960 and used it for boarding house accommodation till 2001. With reduced requirements for boarders and an increased demand for learning spaces, the school adapted and upgraded the building in 2001 to create additional staff and student learning spaces.

Whilst these additional learning spaces have been used by the school, they are generally undersized and are not able to accommodate a full-size class group. This limits what subjects the school can use these spaces for, limits timetable flexibility and they are not able to be fully utilised.

These learning spaces are poorly shaped for learning and inefficient due to the adaption of existing spaces. Small rooms and pokey areas allow for concealment and do not meet contemporary space requirements for child protection.

The school's experience from using Wilkinson House since 2001 is that the learning spaces do not work well, are difficult to access, and are not conducive learning spaces. These spaces are not inspirational and the least desirable spaces in the school for learning. These spaces do not meet the school's aspirations to provide high quality contemporary flexible learning spaces.

Due to the difficulties of using Wilkinson House to meet the school's educational requirements, the school has been exploring a number of options for its redevelopment since 2011.

These options ranged from the further refurbishment of the existing Wilkinson House, a new building that retains the existing Wilkinson House facade through to the complete replacement of the existing building with new.

These options have been documented in an Options Analysis report, which considers and analyses the potential redevelopment of Wilkinson House.

The options analysis concludes that the replacement of Wilkinson House with a new building provides the optimum solution for redeveloping the site to meet the school's educational requirements and continued use on the site.

6.6 Project Staging

The redevelopment of Wilkinson House is proposed to be carried out as the first stage of work in order to address the schools most pressing need for larger flexible learning spaces.

An indicative time frame would be that the Wilkinson House Redevelopment would be completed in 2021 – 2022.

There is no proposed time frame or order for the remaining stages which are long term plans to be carried out over the next 20 year period.

7 Design Guidelines and Development Parameters

7.1 Design Guidelines and Development Parameters

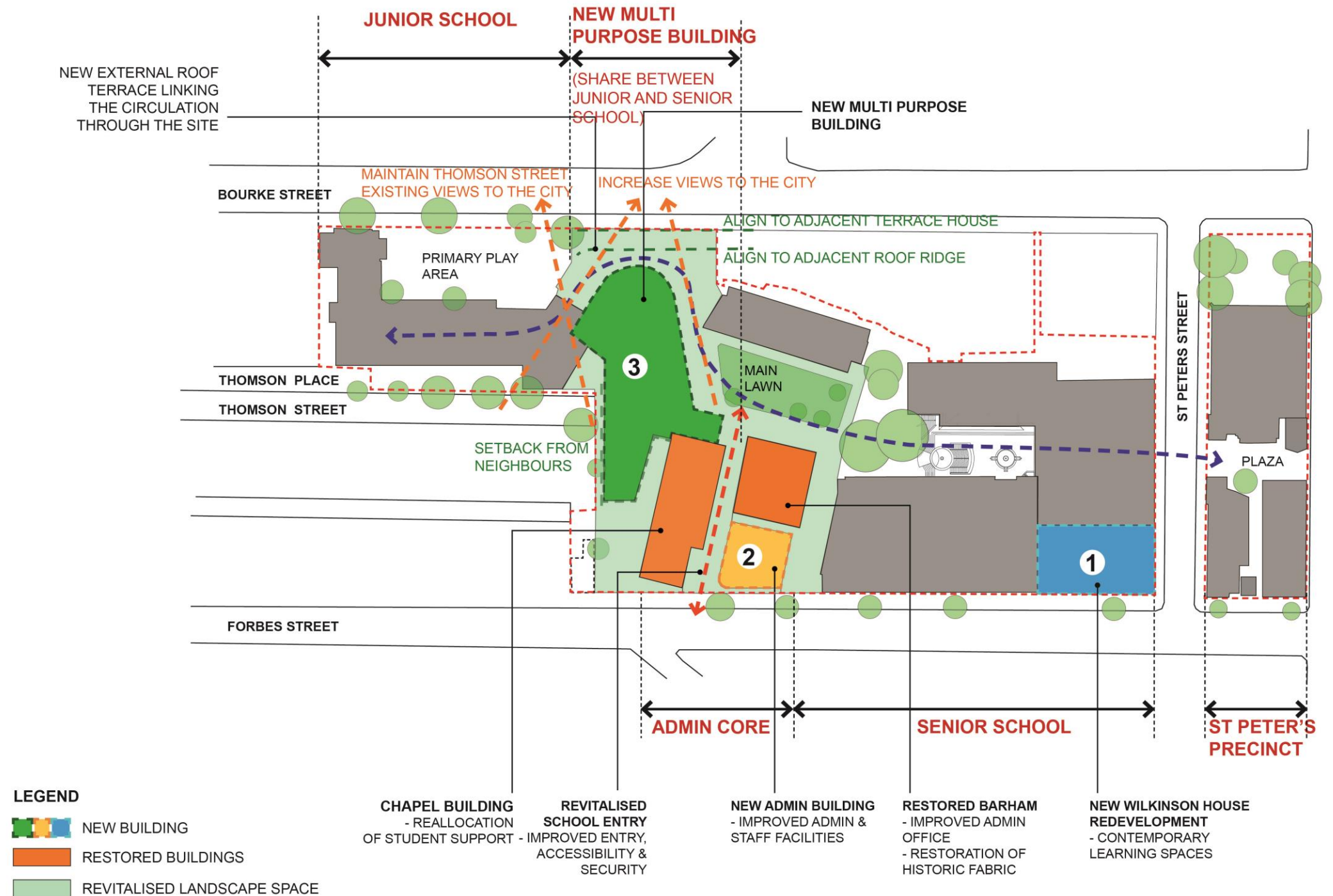
Based upon the detailed site analysis the following Design Guidelines and Development Parameters have been developed for the project.

These respond to the particular requirements and unique context for each component of the Masterplan.

The following Design Principles have been established for the overall development of the campus:

- > Maintain and enhance the key pedestrian spine running north south through the campus. Maximise useful outdoor open play space.
- > Relate to the 2 storey terrace house scale and alignment on Bourke Street and then setback above this level to minimise views over neighbours and overshadowing.
- > Maintain or improve views to the city for Thomson Street residents from the principal ground and first floor levels by setting the new building form back from the existing Library Building and Old Science Building.
- > Create a revitalised main entry and create a visual link between the entry and the heart of the school.
- > Restore the key heritage features of the campus – Barham and the Chapel Building.
- > Demolish later ad-hoc additions and underutilised and outmoded buildings.

Landscape Design Principles have also been established and these are outlined in the Landscape Masterplan.



7.2 Wilkinson House Redevelopment

Demolition

- > Demolish the existing building if required to achieve the contemporary learning requirements of the school.

Setbacks

- > Build to the Forbes Street and St Peters Street boundary as per the existing urban grain and precedent.

Bulk and Scale

- > Maintain a similar bulk and scale to the existing building.
- > Some exceedance of the 15m height limit is permitted, given that the existing Wilkinson House exceeds this limit and the significant ground slope limits full use of the site. Exceedance permitted where it can be demonstrated that the impact is negligible.

Views

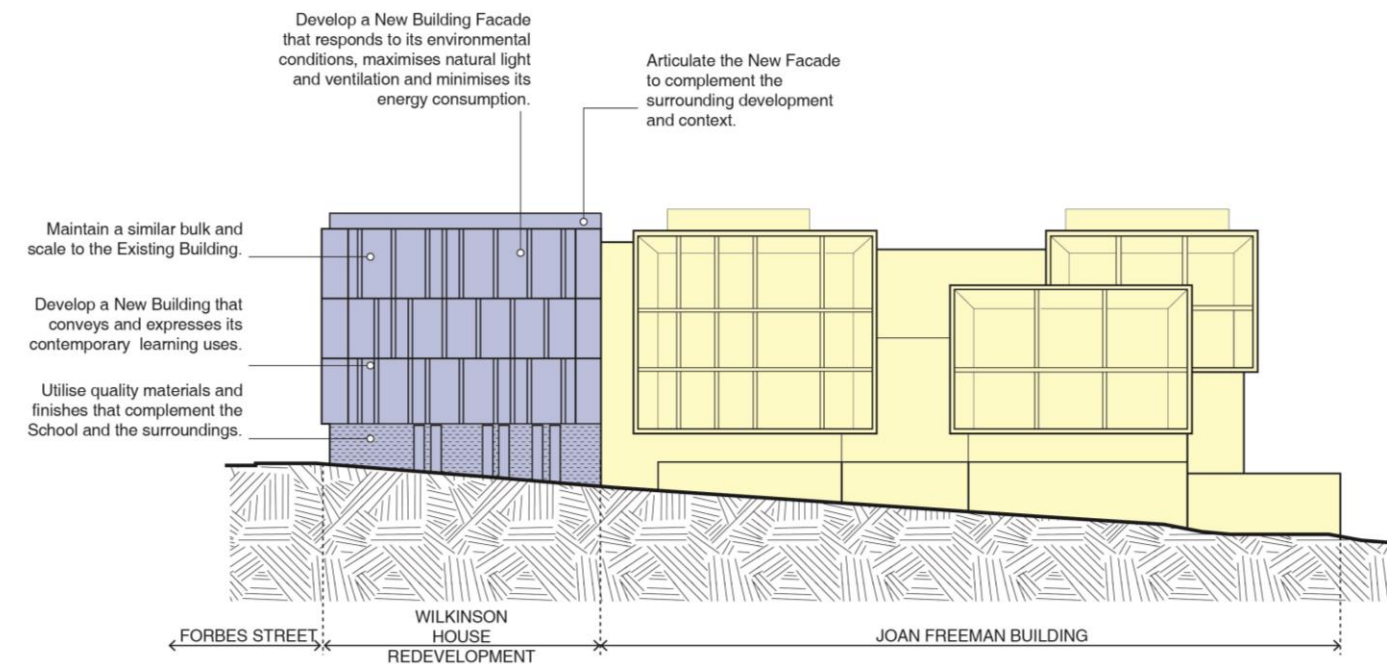
- > Minimise impact of views from surrounding residents.

Streetscape and Facade Composition

- > Articulate the new building facade so that it complements and responds to the surrounding development and urban context.
- > Develop a new building language that conveys and expresses its contemporary learning use.
- > Develop a new building facade that responds to its environmental conditions, maximises natural light and ventilation, and minimises its energy consumption.

Materials and Finishes

- > Utilise quality materials and finishes that complement the school and the surrounding context.



7.3 New Administration Building / Barham Restoration / Revitalised School Entry

Demolition

- > Demolish the later ad-hoc additions to historic buildings that do not meet the school's contemporary learning requirements and detract the from the school's primary heritage assets to be retained.
- > Demolish later ad-hoc additions to widen the main entry and create a visual link between the entry and the heart of the school.

Setbacks

- > Build to the Forbes Street boundary as per the existing urban grain and precedent.
- > Visually separate the new administration building from Barham with a link to allow Barham to be appreciated as a distinct building.

Bulk and Scale

- > Maintain a similar bulk and scale to the existing buildings in Forbes Street.

Views

- > Minimise impact of views for neighboring residents.

Streetscape and Facade Composition

- > Restore Barham to its original external form, including opening up of enclosed verandahs.
- > Articulate the new building facade so that it complements and responds to the surrounding development and urban context.
- > Develop a new building language that conveys and expresses a contemporary and welcoming entry to the school.
- > Develop a new building facade that responds to its environmental conditions, maximises natural light and ventilation, and minimises its energy consumption.

Materials and Finishes

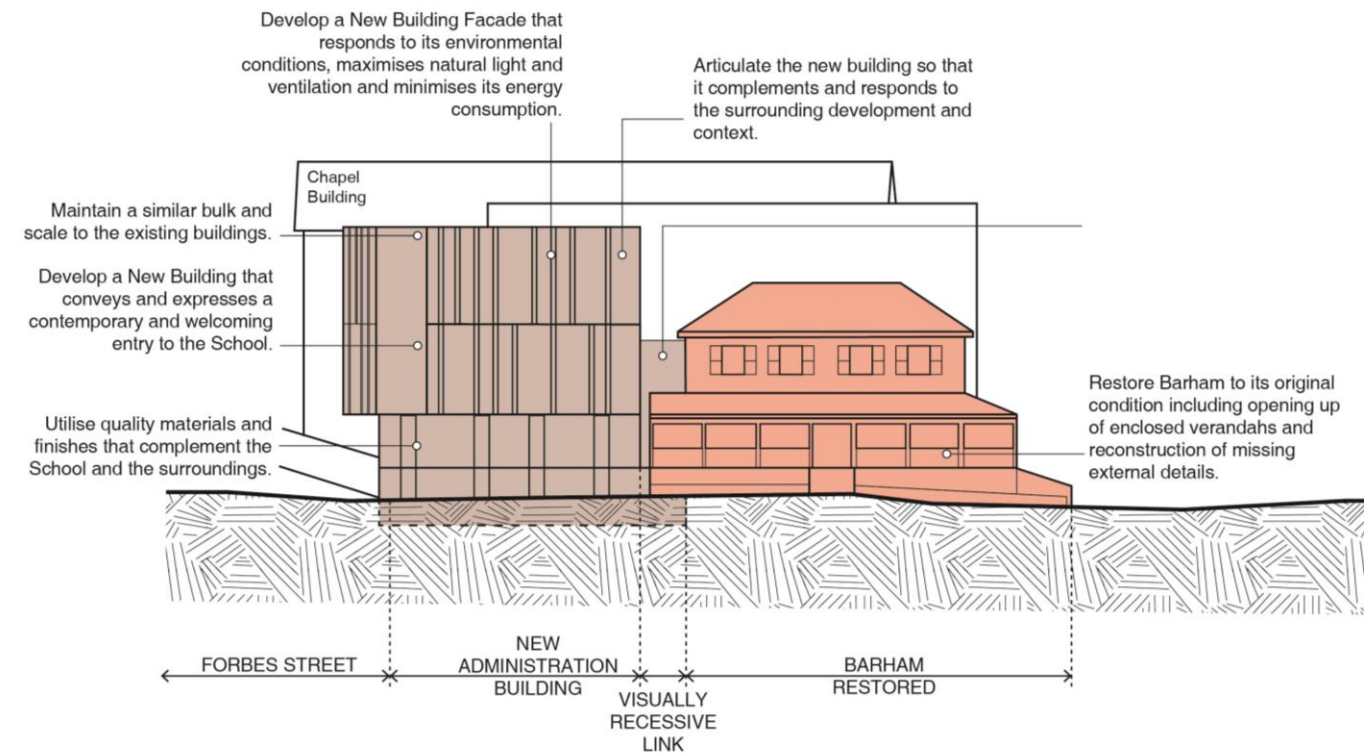
- > Utilise quality materials and finishes that complement the school and the surrounding context.



Existing Barham 2018



Restoration of the exterior to match Barham circa 1910 with open verandah and window shutters



7.4 New Multi-Purpose Building

Demolition

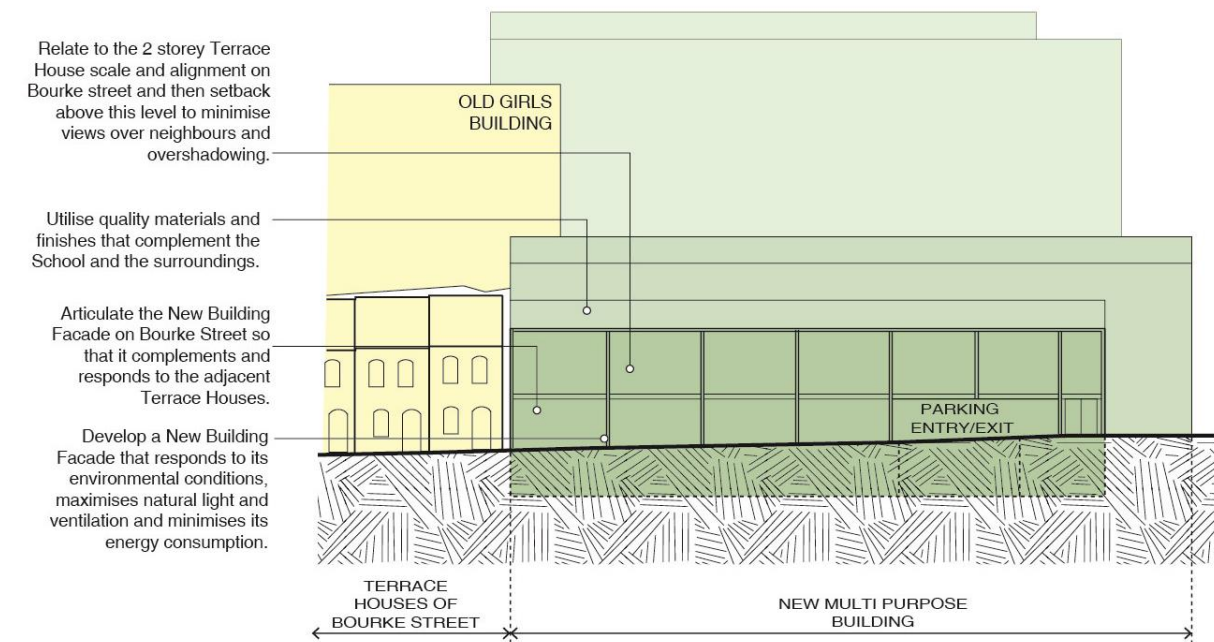
- > Demolish the existing Library Building, Old Science Building and Old Gym, which are underutilised, out-moded and inefficient.
- > Demolish the later ad-hoc additions to historic buildings that do not meet the school's contemporary learning requirements and detract the from the school's primary heritage assets to be retained.

Setbacks

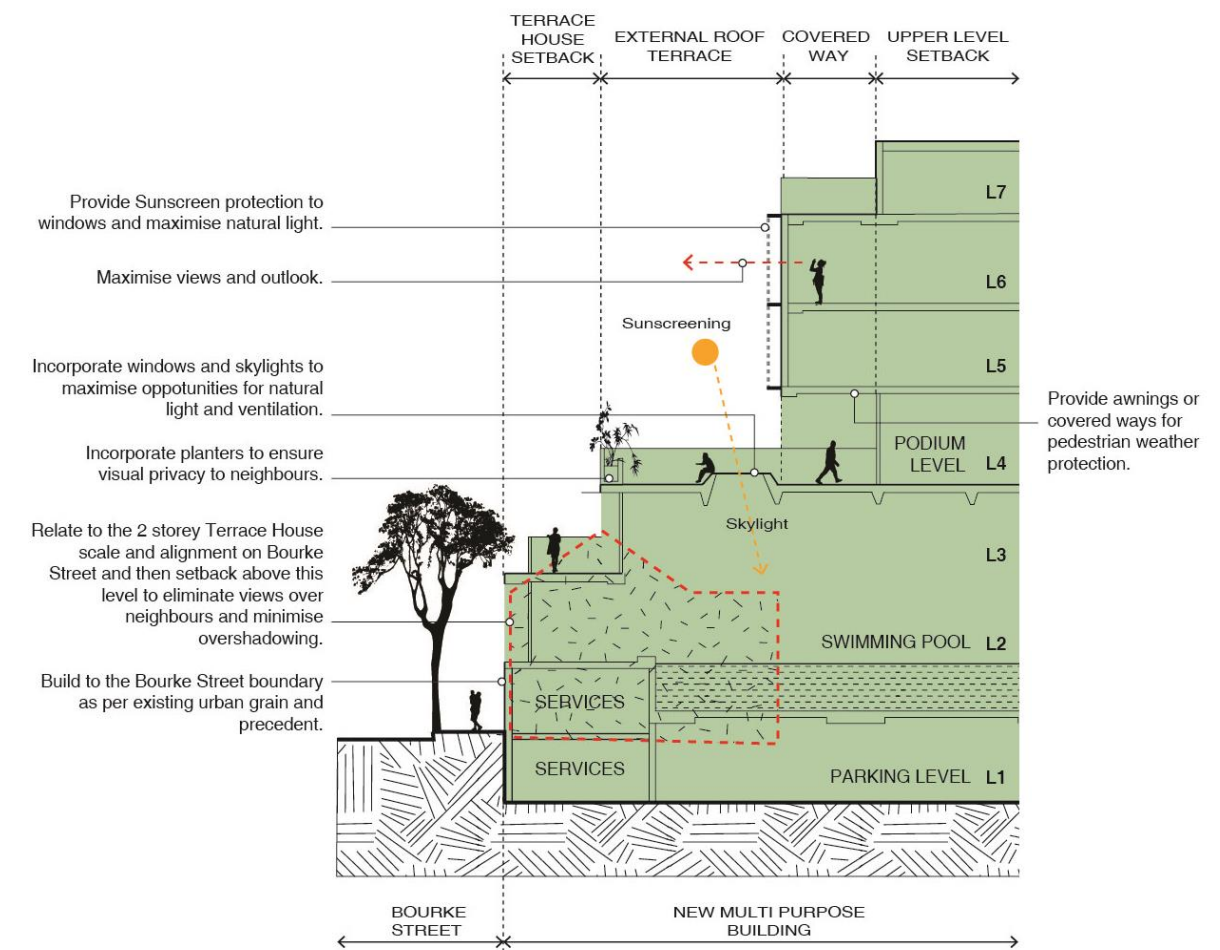
- > Build to the Bourke Street boundary as per the existing urban grain and precedent.
- > Relate to the 2 storey terrace house scale and alignment on Bourke Street and then setback above this level to minimise views over neighbours and overshadowing.
- > Set back the building to neighbours on Thomson Street to minimise overshadowing and create a landscape buffer.
- > Set back from the Chapel Building to maintain natural light and ventilation to the chapel windows and maintain access and views to the historic southern entry.

Bulk and Scale

- > Maintain a similar bulk and scale to the existing buildings being replaced.
- > Maintain a similar bulk and scale adjacent to the Thomson Street residents.
- > Incorporate skylights and voids within deep floor plates in order to maximise natural light and ventilation into the building.



Bourke Street Streetscape Treatment



Bourke Street Setbacks

Views and Overlooking

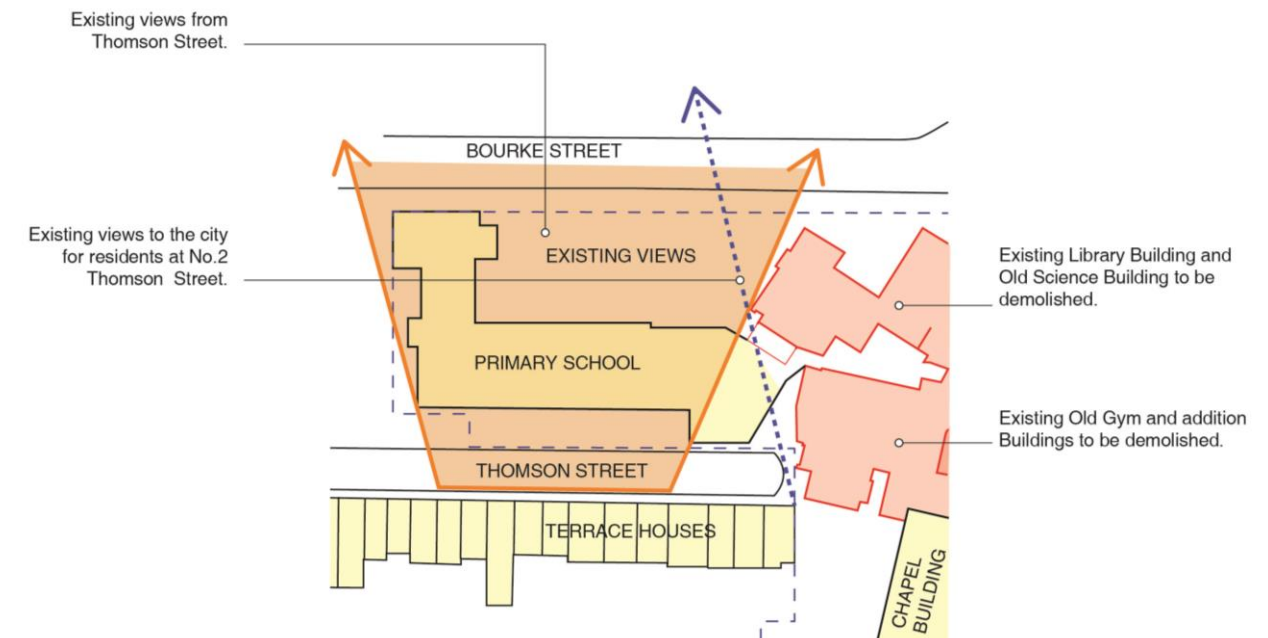
- > Minimise impact on views for surrounding residents.
- > Maintain or improve views to the city for Thomson Street residents by setting the new building form back from the existing Library Building and Old Science Building.
- > Improve views to the city from within the school.
- > Provide screens or setbacks to the podium edge to ensure no overlooking of the private living and outdoor spaces of the adjacent Bourke Street neighbours.
- > Provide screens or setbacks to the building facade to ensure no overlooking of the private living and outdoor spaces of the adjacent Thomson Street Residents.
- > Provide some windows looking onto Thomson Street for natural surveillance and security whilst respecting privacy of residents

Streetscape and Facade Composition

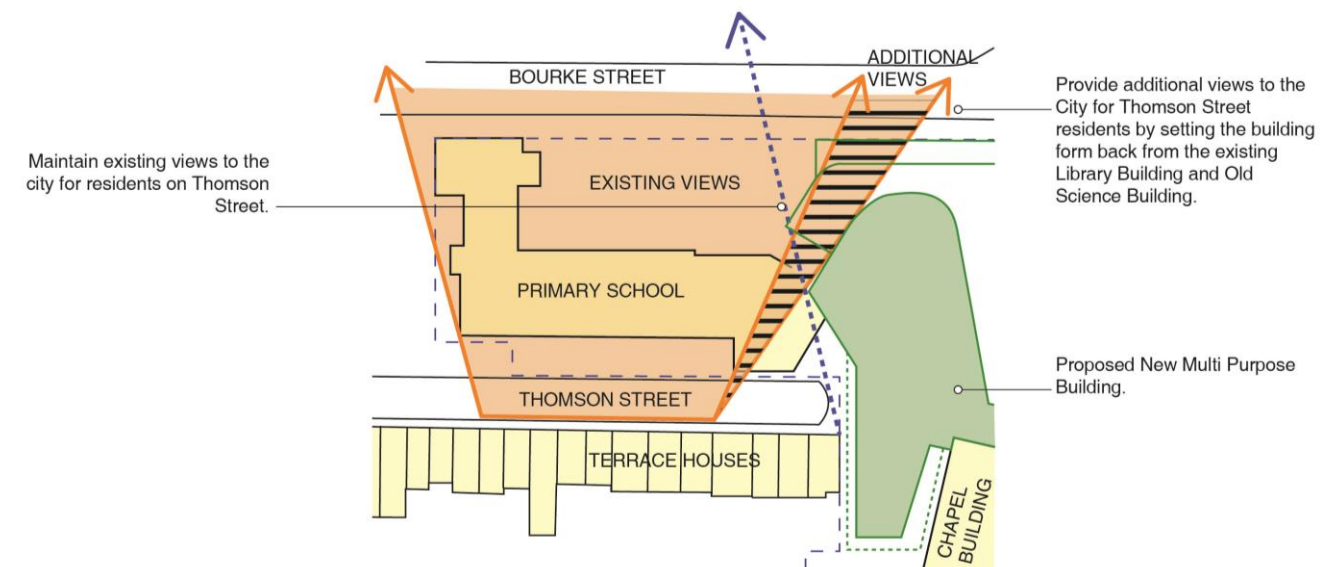
- > Articulate the new building facade on Bourke Street so that it complements and responds to the adjacent terrace houses.
- > Develop a new building language that conveys and expresses its contemporary learning use.
- > Develop a new building facade that responds to its environmental conditions, maximises natural light and ventilation, and minimises its energy consumption.
- > Provide an appropriate landscape and visual termination at the end of Thomson Street, replacing the existing landscape garden.

Materials and Finishes

- > Utilise quality materials and finishes that complement the school and the surrounding context.



Thomson Street Existing Views
from the existing principal ground and first floor levels (viewing height RL44.53)

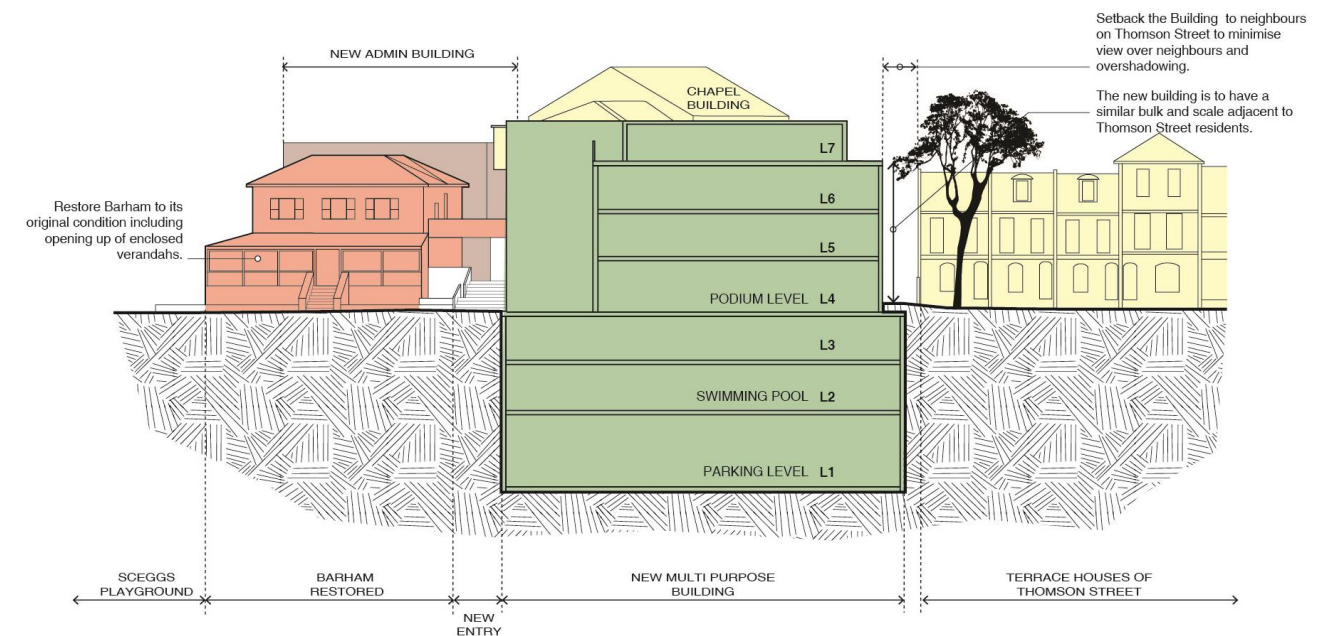


Thomson Street Proposed Views
from the existing principal ground and first floor levels (viewing height RL44.53)

7.5 Thomson Street

The following design guidelines and development parameters have been developed to ensure the amenity of the residents in Thomson Street is not adversely impacted by the proposed Multi-Purpose Building through the following:

- > The bulk and scale of the proposed building adjacent to the Thomson Street residents is to be similar to the 3 storey scale of the existing residents and higher levels are to step back beyond.
- > Provide a 2.6m wide setback to the proposed building adjacent to Thomson Street to minimise overshadowing and provide a landscaped buffer.
- > No views or overlooking are permitted from the proposed building to the side and rear areas of Thomson Street residents.
- > Provide a new purpose designed landscaped area as an appropriate visual termination of Thomson Street and to provide additional amenity.
- > New windows in close proximity to Thomson Street are to be angled to the city view and away from Thomson Street.
- > New windows further away from Thomson Street are permitted for natural surveillance and increased security.
- > The New Multi-Purpose Building is to setback from the Bourke Street frontage so as to maintain and in most cases improve the city views of the residents on Thomson Street from the principal ground and first floor levels.



7.6 Building Envelopes Study

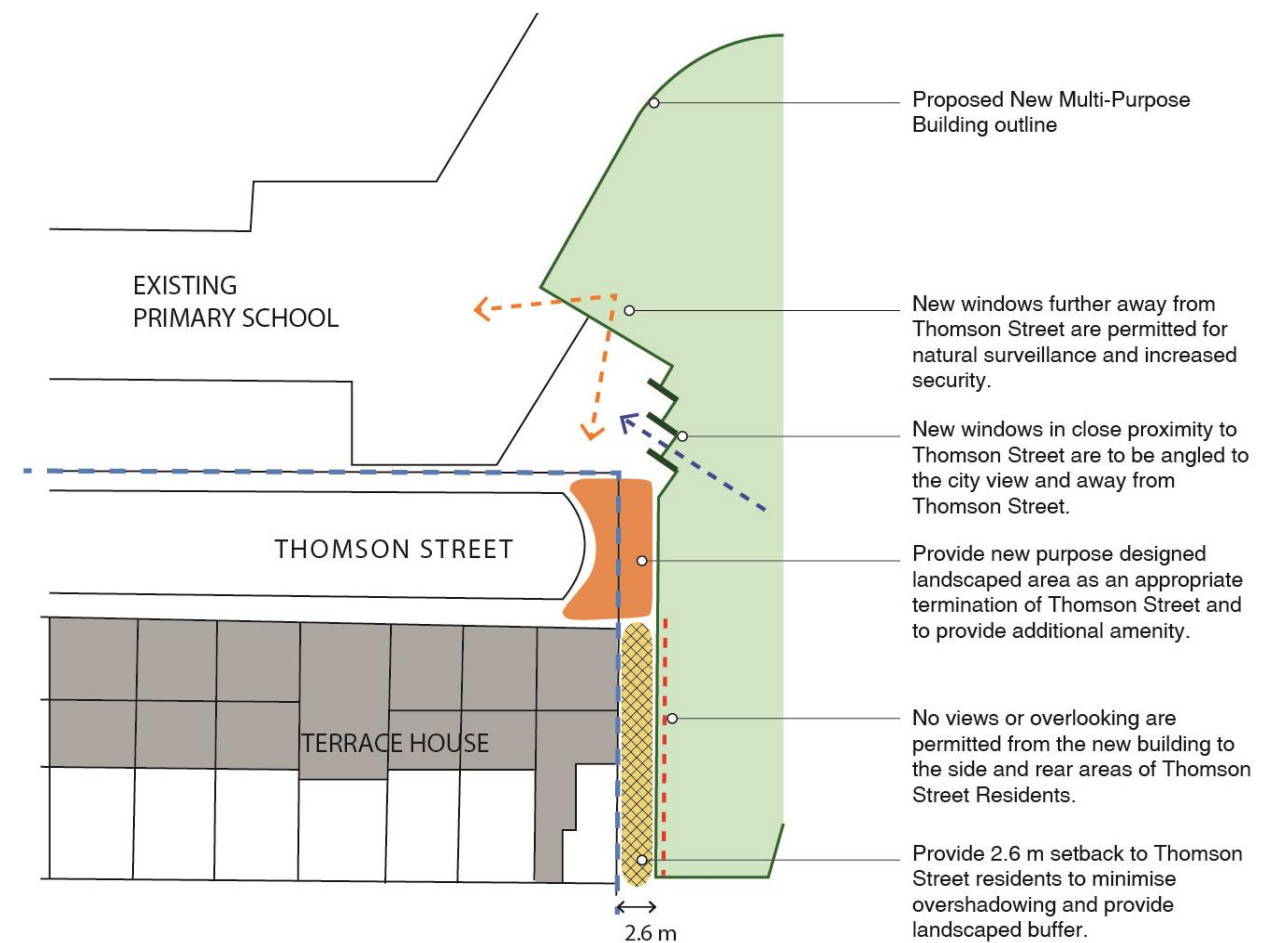
The building envelopes and forms developed for the Masterplan are contained in the Masterplan 2040 drawings.

These building envelopes have been developed in accordance with the Design Guidelines and Development Parameters.

These envelopes show the maximum sizes of development prior to detailed design to be provided with the development application for each component.

The envelope study does not show facade modulation or fenestration as these are subject to future detailed design and will be submitted with each individual development application.

These envelopes have been modelled in three dimensions and further tested to reduce environmental impacts to neighbours, such as over shadowing and loss of views.



8 Context, Built Form and Landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage.

The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development’s visual impact on those qualities and that natural environment.

Design Quality Principle 1, Schedule 4, Education SEPP

8.1 Built Form and Facade Treatment

The built form of the Masterplan has been established in accordance with Section 7 - Design Guidelines and Development Parameters, in response to a detailed site analysis.

These guidelines respond to the school’s physical context, neighbourhood character, streetscape quality and heritage.

Wilkinson House Redevelopment

The facade of the new Wilkinson House responds to the adjacent St Peter’s Street precinct and the Joan Freeman building. It does not try to mimic Joan Freeman building but has its own identity that reflects the contemporary nature of the learning spaces contained within. The facade incorporates face brick and sandstone cladding, which is characteristic of the St Peter’s Street precinct.

Face brick work provides a durable finish at the street level. Vertical blades on the northern facade relate to the vertical fenestration of the Joan Freeman Building and cut out low angle sun. Deep horizontal sunshades protect against the northern sun. Vertical slot windows on the eastern facade increase privacy of neighbours whilst maintaining some natural light to learning spaces.