



ARMIDALE SECONDARY COLLEGE

ARCHITECTS DESIGN STATEMENT JULY 20TH 2018

INTRODUCTION

PROJECT DESCRIPTION

A new, purpose built Department of Education high school with capacity for 1580 students will be constructed on the existing Armidale High School Site. The new school will bring together Armidale High School and Duval High School into a combined learning environment.

Armidale's wider community will benefit through access to state-of-the-art sporting, performance and gathering facilities and through economic development associated with building the new school.

The school will play an important role in the broader Armidale and New England communities.

The new facilities will include flexible learning spaces, specialist subject facilities for science and technology, creative arts, industrial arts and performance facilities and sporting facilities.

EXECUTIVE SUMMARY

The design solution responds to many factors. This design summary document articulates the unique contextual influences that have determined sighting, circulation, environmental responsiveness, heritage and cultural responsiveness.

The design has taken cues from social influences and educational aspirations. Armidale has a unique defined seasonal climate. It is a sophisticated, inclusive, education hub. It is youthful, active, with a cultural mix.

The complex weave of all these levers has led to a design concept that is contextual, environmentally respectful and aspirational in striving for an inclusive campus of wellness and support. The central design idea is to create a symbolically unifying campus which respects context, heritage, circulation and safety. The basic education building block is based around creating neighbourhoods which respond to the Educational Principles articulated by the school community.



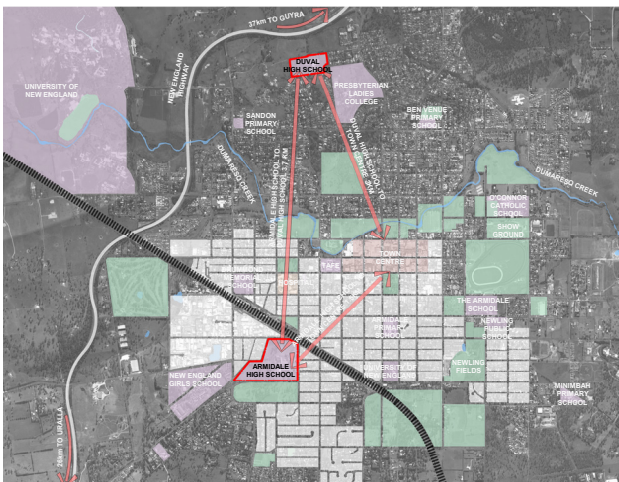
Architect
Director of Design
NBRSARCHITECTURE.



INTRODUCTION

THE SITE

The site is approximately 18 hectares, and is located approximately 2-3 kilometres south-west of Armidale city centre. The site currently houses the existing Armidale High School. It is adjacent and to the west of the Northern train line. It is located on a rising slope that overlooks the city and enjoys a northerly aspect. There are distant views available of the significant Dumbanji/Mount Duval some 20 kilometres to the north.



CITY CONTEXT

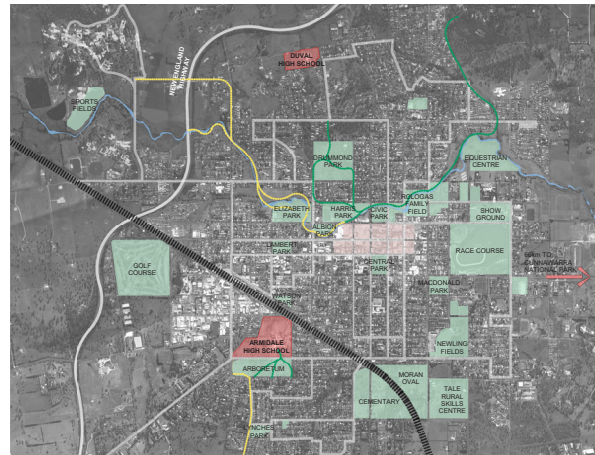
The site is large at over 180,000m². It is an irregular shaped parcel of land with generous natural features such as water courses and a wetland.

The site is bound by Butler Street to the east, Mann Street to the north, Stephen Street and Barry Street to the west and Kentucky Street to the south.

The following diagrams show site analysis studies.

INTRODUCTION

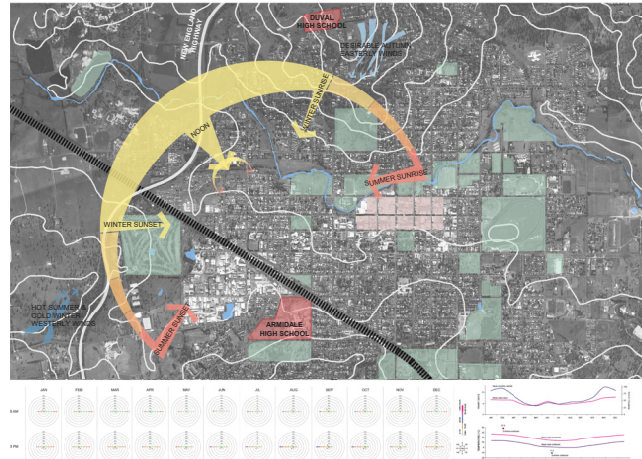
SITE ANALYSIS



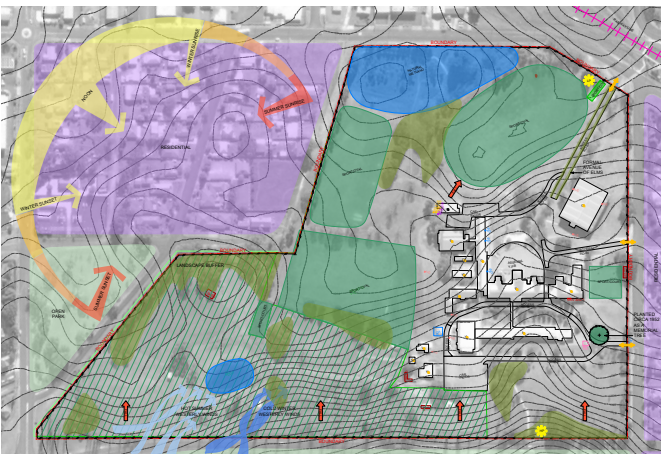
OPEN SPACES AND CONNECTIONS



TRANSPORT



CLIMATE



LANDSCAPE



LAND USES



HERITAGE



EXISTING FACILITIES

INTRODUCTION

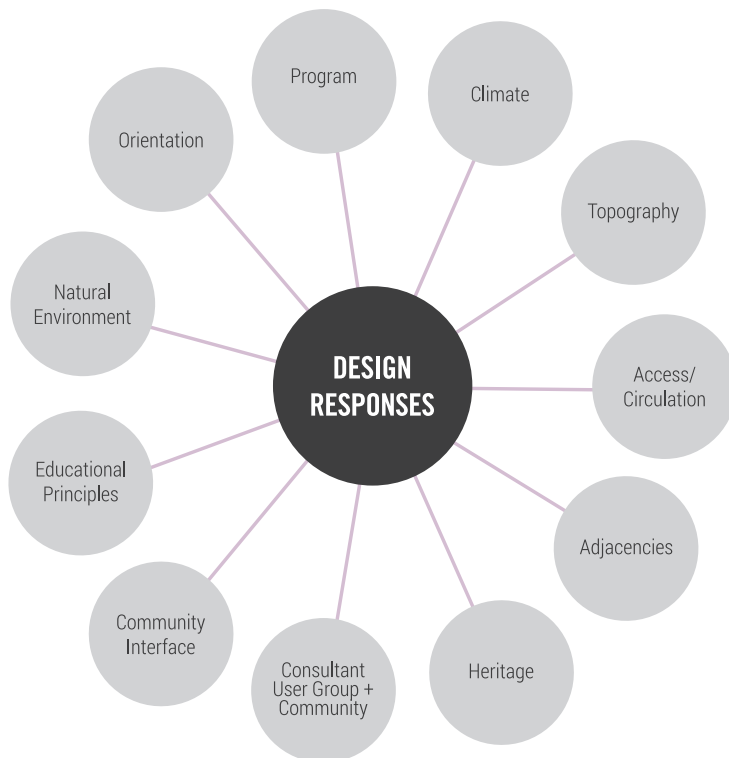
DESIGN BRIEF, PARAMETERS AND PROCESS

Any design is a response to the Brief and the Parameters.

The brief, is to create a new Department of Education High School for 1580 students on the existing Armidale High School site. The Department of Education, in broad terms, defines the curriculum and spatial requirement for the proposed role. The design must answer to the Department of Education's Educational Facilities Standard Guidelines (EFSG).

The design response should then answer to the unique context of the Armidale region, city and site. Many parameters/levers will determine an appropriate design response which in turn will deliver a unique and contextual solution.

Diagrammatically, below, are a number of the parameters that play a significant part in shaping the design response.



Within each of the above parameters there will be finer grained levers that may take priority. The design response is to study the above in depth and be immersed in an understanding of the site and prioritise solutions.

CONCEPT DESIGN PROCESS

The design process has been a methodical one starting with site investigation and working through the client program and aspirations. The project program is derived from the basic EFSG Functional Principles to the more complex and aspirational bespoke Educational Principles defined by the Armidale Reference Group (PRG).

The Educational Principles were informed through research, benchmarking tours and engagement with the Design Team's Educationalist.

Following research by Architects, Landscape Architects, Heritage Advisors, Planners and Educationalists the Design Team produced three Concept Design Master Plans:

1. Learning Courtyards
2. Learning Village
3. Learning Hub

The three Concept Designs were presented to the NSW Department of Education on 9th and 14th November 2017. Following these presentations to the Department of Education instructed the Design Team to present Two Concept Designs to the PRG for selection of a preferred concept.

9.11.17

"Options 1 and 3 were deemed acceptable by the PMO to present to the PRG. TM advised that Option 2 is not acceptable by the PMO for the following reasons:

- Greater costs in services reticulation*
- Greater lifecycle and construction costs and issues"*

14.11.17

"All concepts are based on the 6-neighbourhood theme as developed with the PRG. The colour palette reflects this theme. Each neighbourhood has approx. 280 students"

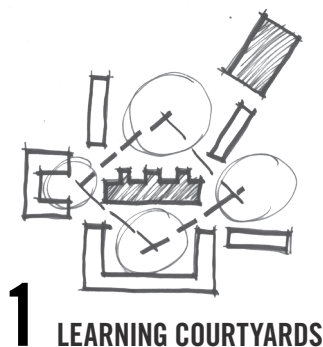
"Options 1 and 3 were agreed as acceptable to present to PRG. Option 2 is to be discarded."

On 16th November 2017 Two Concept Designs were presented to the PRG (in Armidale).

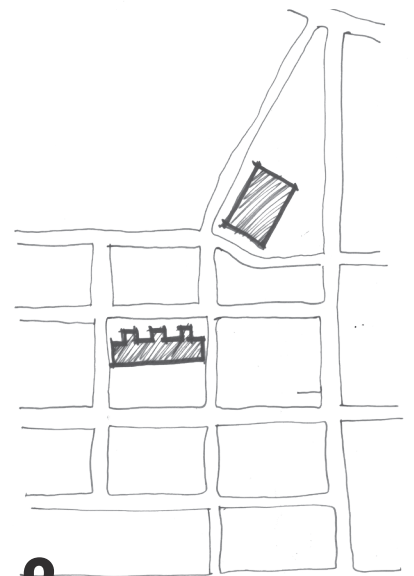
16.11.18

Andrew Duffin presented the two Armidale HS Concept options for discussion:

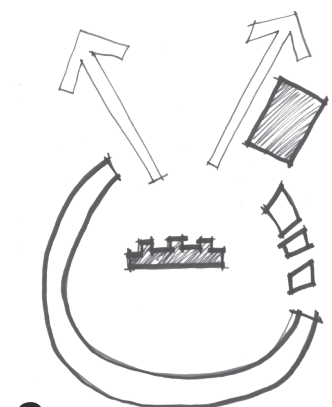
- Option 1: Courtyards*
- Option 3: Hub*



1 LEARNING COURTYARDS



2 LEARNING VILLAGE



3 LEARNING HUB
INITIAL CONCEPT DESIGNS

COMMENTS OPTION 1:

- More private area for smaller groups due to courtyards

COMMENTS OPTION 2:

- Pays good homage to the heritage building (Building B) - it frees up Building B to be enjoyed in the round
- More flexible than Option 1
- Greater open learning space potential
- Works particularly well with topography – it works in the same manner as Building B
- Assembly area is good – for supervision and student wellbeing
- Potential to connect to the playing fields could be considered – openings were created leading to Playing Courts.

The PRG came to an agreement that the preferred IS Concept 3 Learning Hub. From that point the Design Team was instructed to proceed with the preferred Concept Design.

- The merits of the learning Hub Concept were articulated by the PRG:
- Responds to creating a sense of wellbeing desired by the Educational Principles
- Creates opportunities for community engagement with the facilities
- Created many opportunities for outdoor learning
- The architecture planned around the neighbourhood structure creates opportunity for a school within a school to break down the scale of a large High School into more intimate groups (neighbourhoods).
- The desired community connections
- The respect for heritage

INTRODUCTION

EDUCATIONAL PRINCIPLES

SCHOOL MISSION STATEMENT

Our School provides the skills and attributes to be confident, resourceful, responsible lifelong learners as well as active and informed global citizens. Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalized, relevant curriculum.

EDUCATIONAL PRINCIPLES

- Focus on the needs and wellbeing of all learners and their learning
- Facilitating pathways that enable confident, responsible lifelong learners who are active, informed global citizens
- Build community and identity, and create a culture of welcome inclusion that celebrates diversity
- Provide creative, collaborative and sustainable learning environments
- Be aesthetically pleasing and reflective of the local environment

THE LEARNING HUB

The Design has been created in response to understanding:

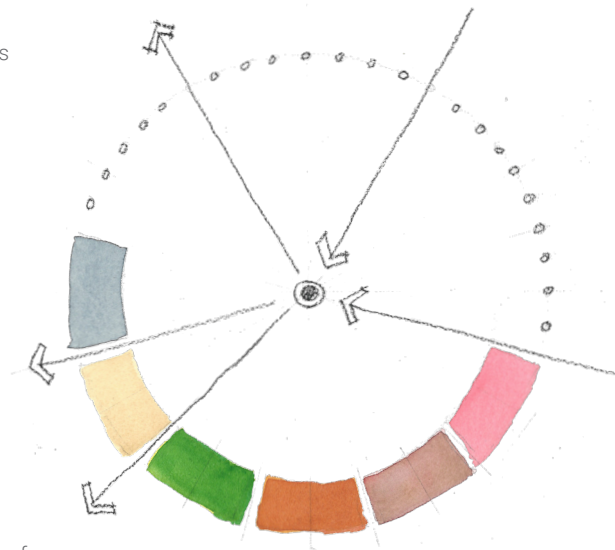
- The unique character of Armidale
- The site context
- The environment
- The desired educational principles
- The desired community connections
- The respect for heritage

The design reflects the colours and textures of Armidale. It will reflect Armidale's character of being an art education hub, multicultural, creative, community connected, youthful, supportive and adaptable.

The climate and environment of Armidale is unique. The design will provide protection when the cold winter hits, excluding the westerly winds and capture the beautiful clear sunny days and the expression of seasons that is unique to Armidale.

Armidale's Education Principles drive the design outcome. Key to the outcome is the focus on the wellbeing of all learners. The design concept creates learning neighbourhoods where student centred learning will be supported. The overall design will be generally a two storey radial arrangement stepping as it works around the sloping site. Outdoor terracing will work with the contours creating engaging learning and socialising spaces.

The Learning Hub concept creates a symbol of protection, an embracing form which centres the school on the re-purposed and enlivened original 1920's school building. The final design will explore connections between indoor and outdoor learning. It will embrace partnerships between the school and the wider community and it will add to the significance of the built environment in Armidale.



INTRODUCTION

DESIGN RESPONSE

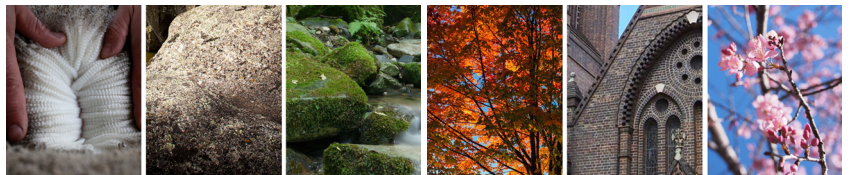
THE DESIGN STORY

1. UNITY

- Across all cultures the circle is the universal symbol of unity.
- Aboriginal culture is about cycles not straight lines.
- Unity of two schools coming together
- The project offers the opportunity for the wider community to unite
- Public education unifies. It provides education access to all race, creed, social standing.

2. ARMIDALE'S CULTURAL HERITAGE

- The colours and textures of Armidale is represented in the central idea. We have drawn from the natural, industrial, agricultural, and man-made history is represented in the colours
 - wool
 - granite
 - forest
 - seasons
 - blue brick
 - foliage



3. SCHOOLS CULTURAL HERITAGE

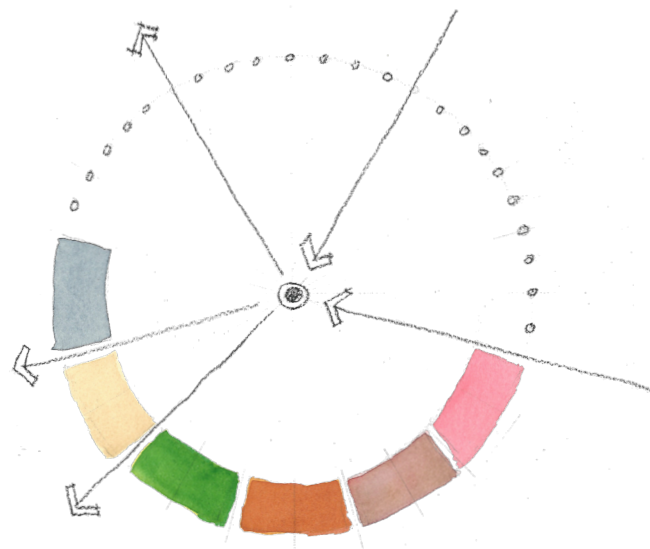
- Later intrusions will be removed to create a focal point.
- The design propose that the original school house reclaims its status at the heart of the campus.
- 1923 original school house
 - has not been viewed in the round for 50-60 years it will be brought back to life
 - fittingly we have located Visual Arts and Performing Arts in this building. The arts faculties are highly desired learning areas.
 - It will become a backdrop for the new school
 - breathe life back into the building

4. ACCESSIBILITY / ARRIVAL / POROSITY / & CONNECTEDNESS

- view corridors will be defined to draw movement the design works with existing/ historical access wall.
- Clear navigation.

5. ENVIRONMENTAL RESPONSE

- Capture the sun in various sized spaces for large gatherings to smaller/team gatherings for teaching and socialising.
- Exclude winter westerlies.
- Improve amenity and usability.



INTRODUCTION

DESIGN QUALITY PRINCIPLES

Taking into account the Design Process, the following statement is an articulation of the Design Principles in accordance with the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. Many of the principles have been represented in a graphical form.

PRINCIPLE 1

Context, built form and landscape

PRINCIPLE 2

Sustainable, efficient, and durable

PRINCIPLE 3

Accessible and inclusive

PRINCIPLE 4

Health and safety

PRINCIPLE 5

Amenity

PRINCIPLE 6

Whole of life, flexible, and adaptive

PRINCIPLE 7

Aesthetics

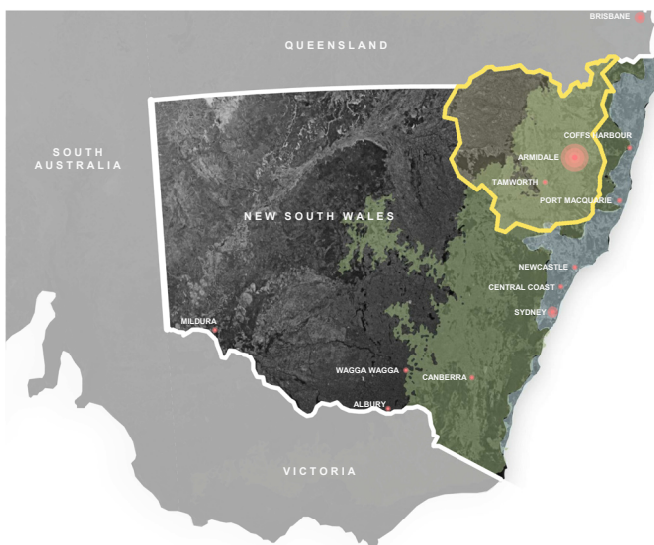
PRINCIPLE 1

CONTEXT, BUILT FROM AND LANDSCAPE

CONTEXT - REGIONAL

Key to an architectural response in a significant regional centre is to understand the region, the city's heritage and its unique environment.

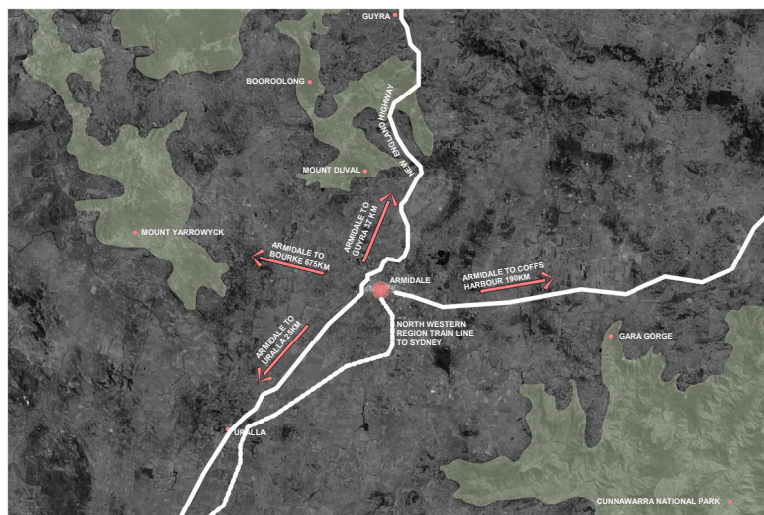
Armidale's setting is unique as it is an Educational and Regional hub for the New England Tablelands.



NSW



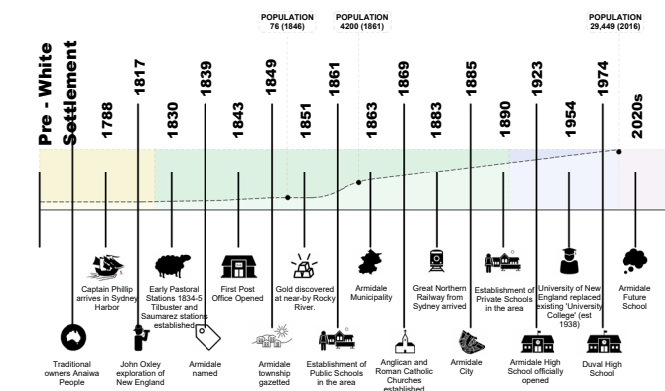
NEW ENGLAND REGION



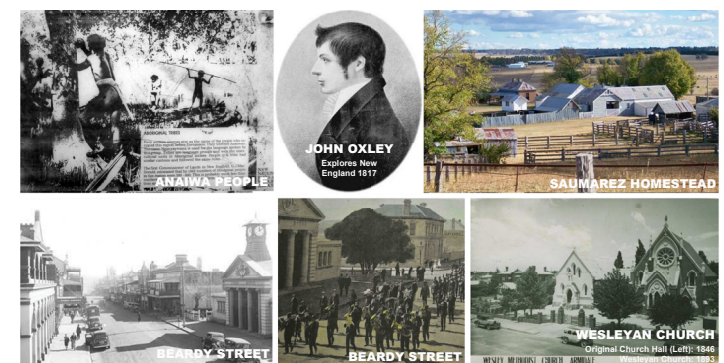
ARMIDALE

CONTEXT - REGIONAL

Any design response must consider Armidale's history, establishment, natural environment and contextual built environment.



ARMIDALE STORY



EARLY IMAGERY

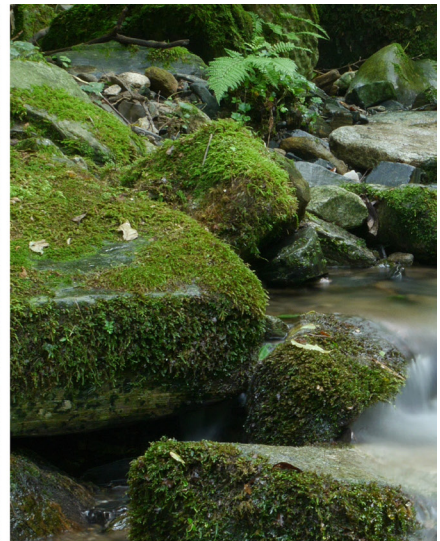
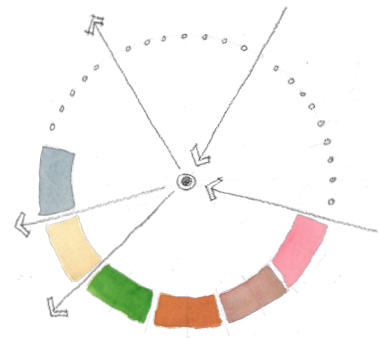


RICH HISTORY - BUILT ENVIRONMENT

CONTEXT - REGIONAL

Our early design investigations led to an immersion in the colours and textures of Armidale.

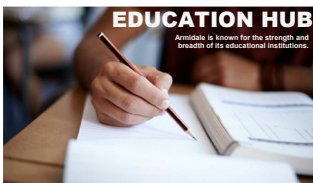
The climate can be extreme, the seasons are distinctive and well defined, the topography can be open tablelands rich for farming and punctuated with identifiable hills and granite tiers. The built environment is low scale with pride in the rich purple/brown brick detail in many civic structures. There is also a range in bulk and scale including large warehouses at one end down to humble weatherboard cottages.



THE COLOURS AND TEXTURES OF ARMIDALE

CONTEXT - REGIONAL

The Armidale context is not only the natural and physical environment, it also embraces the social context. Armidale is sophisticated, educated, youthful, creative, multicultural, inclusive and healthy.



ARMIDALE TODAY

CONTEXT - REGIONAL

As an overarching Design Principle our approach has been to understand at depth the essence of Armidale itself.

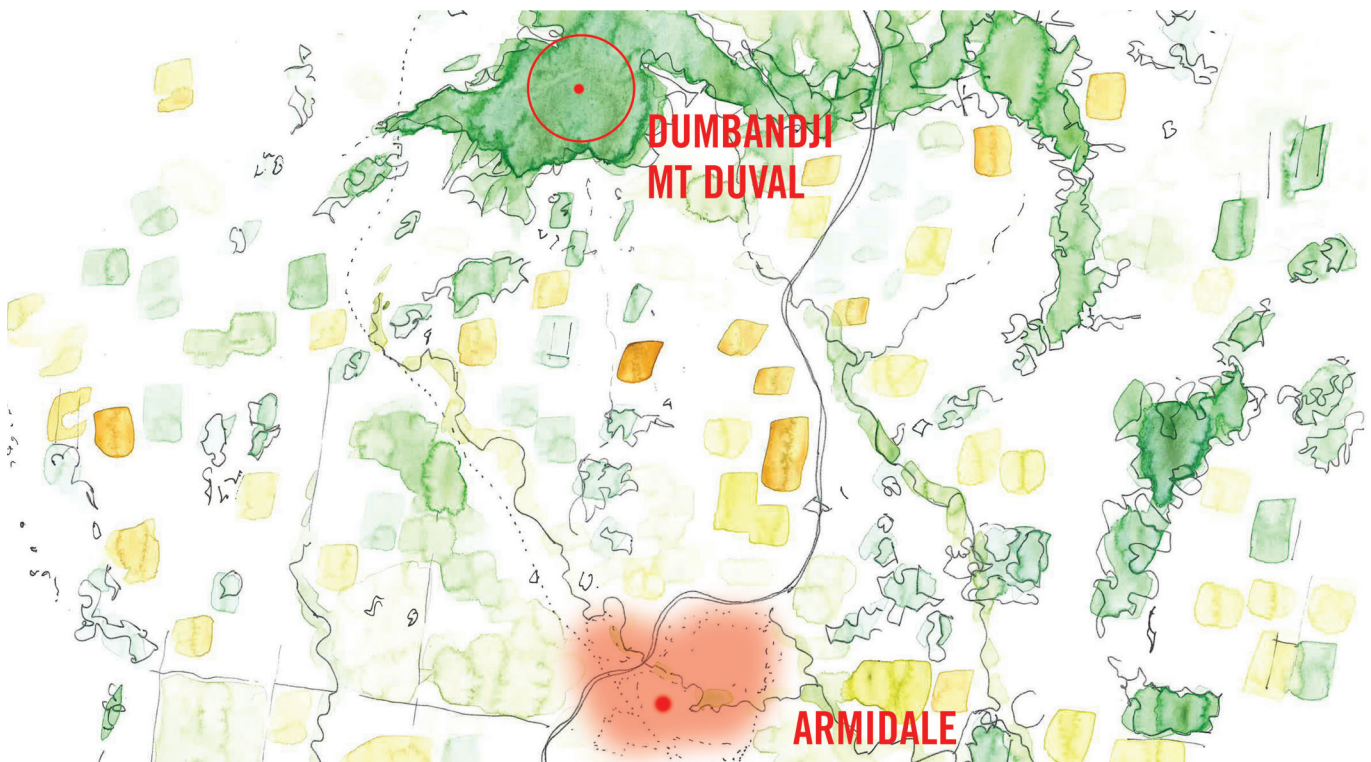
The images below captures Armidale's rich natural and built environment with its social make up and aspirations.

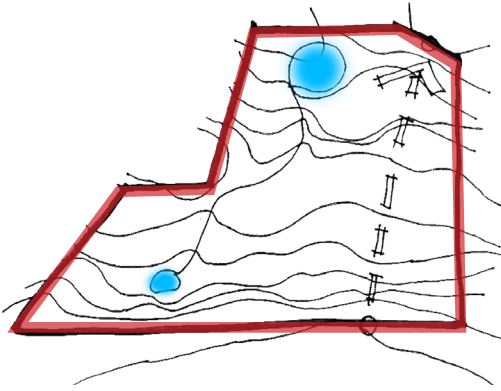


ARMIDALE IS...

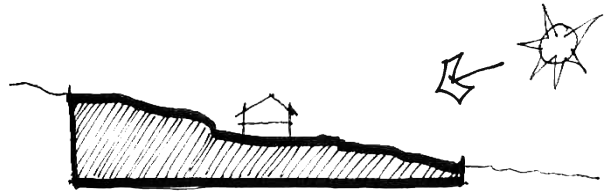
SITE SETTING

The following diagrams graphically explore the setting which, along with the regional context, inform the design outcome.

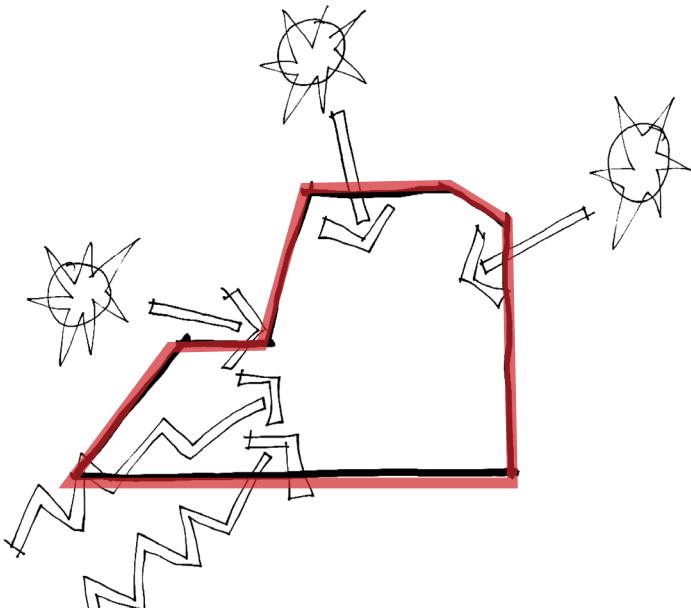




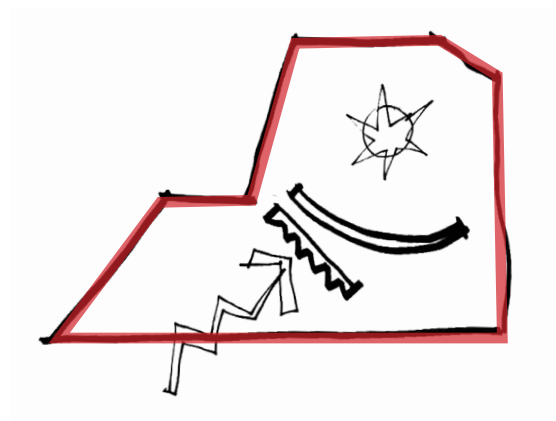
TOPOGRAPHY



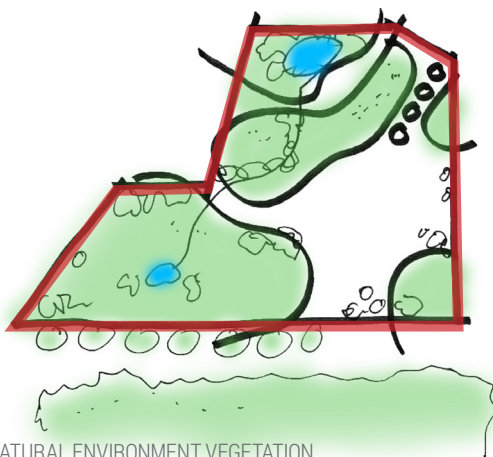
TOPOGRAPHY



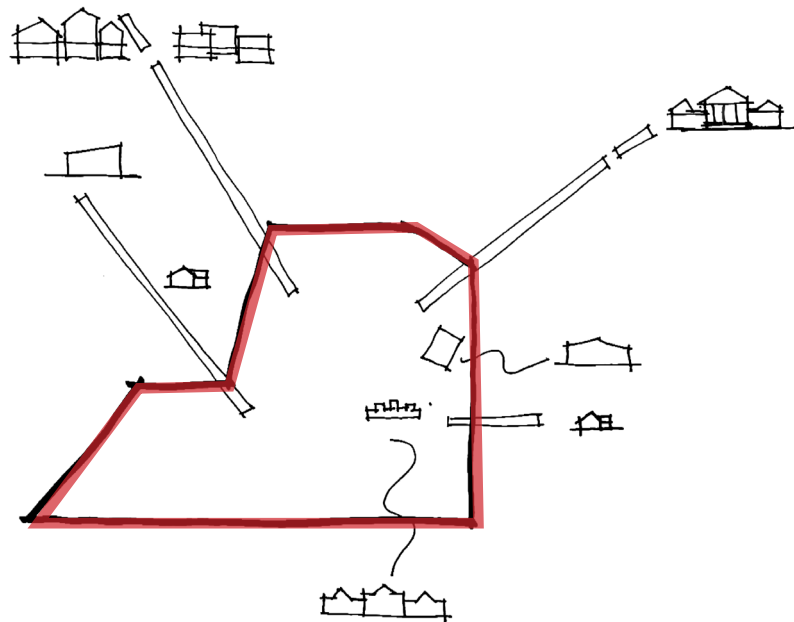
CLIMATE



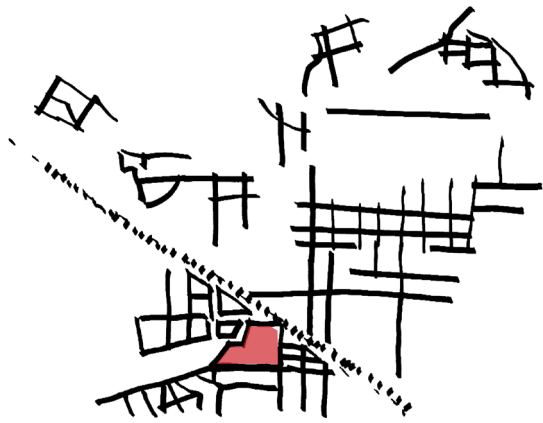
CLIMATE DESIGN RESPONSE



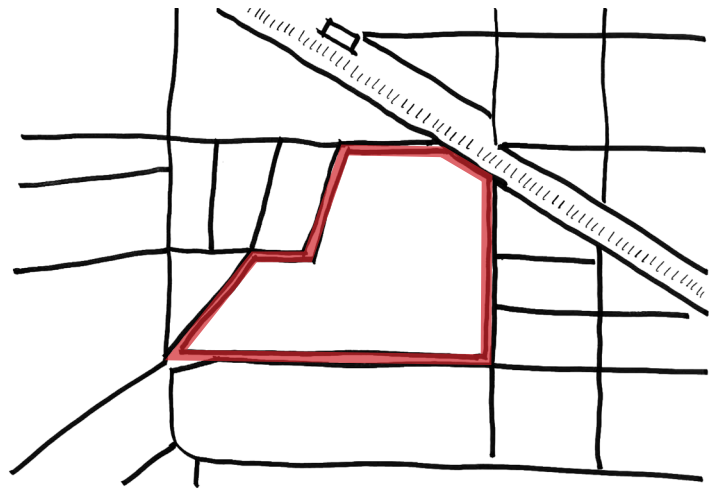
NATURAL ENVIRONMENT VEGETATION



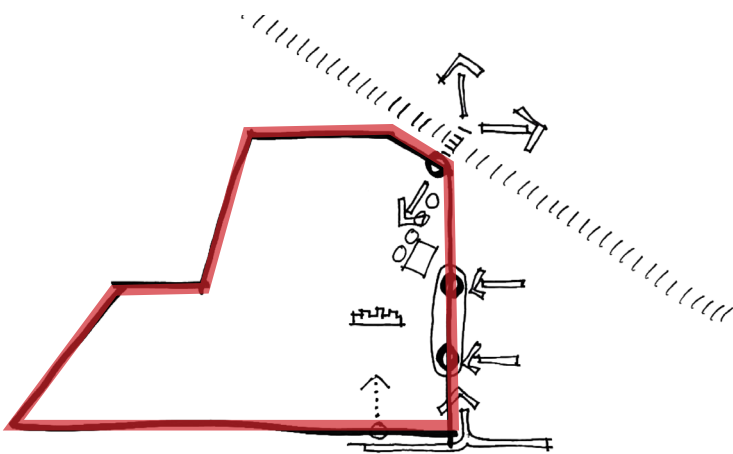
BUILT ENVIRONMENT



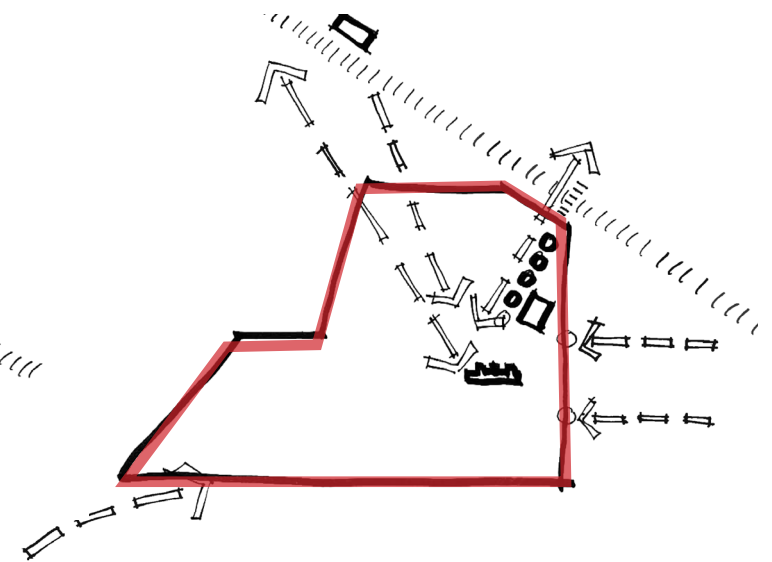
STREET PATTERN



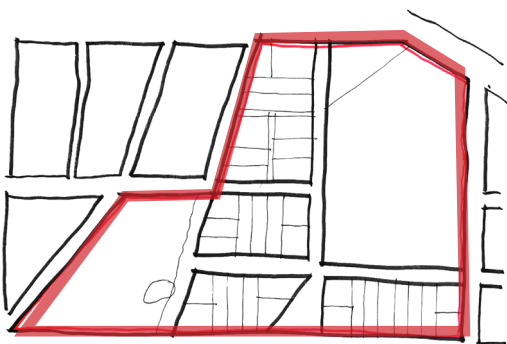
STREET PATTERN



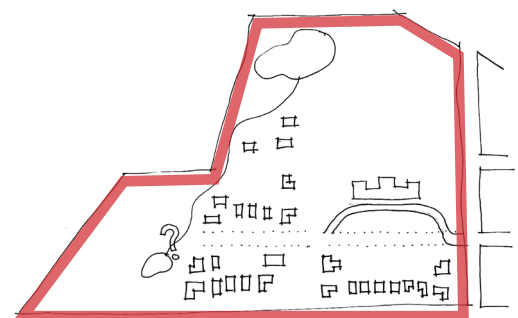
ACCESS AND ARRIVAL



VIEWS TO AND FROM SITE

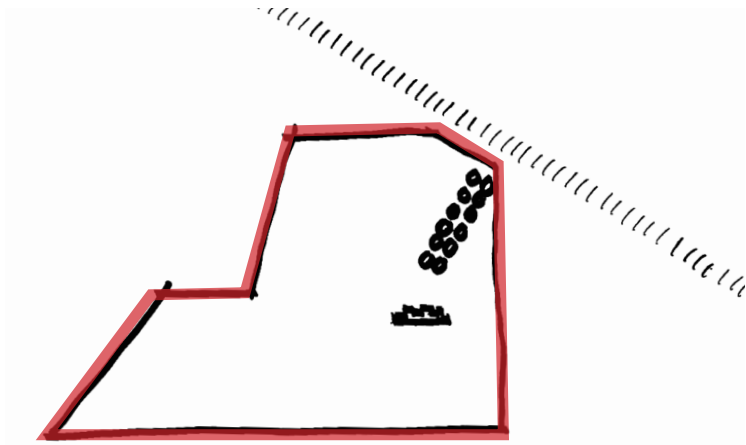


ORIGINAL PROPOSED SUBDIVISION

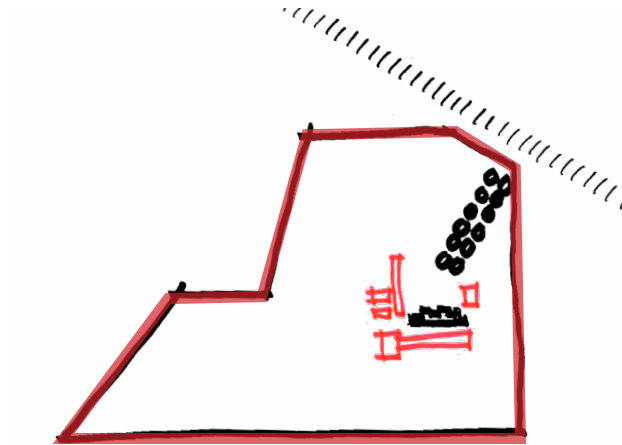


POTENTIAL DEVELOPMENT BASED ON ORIGINAL PROPOSED SUBDIVISION

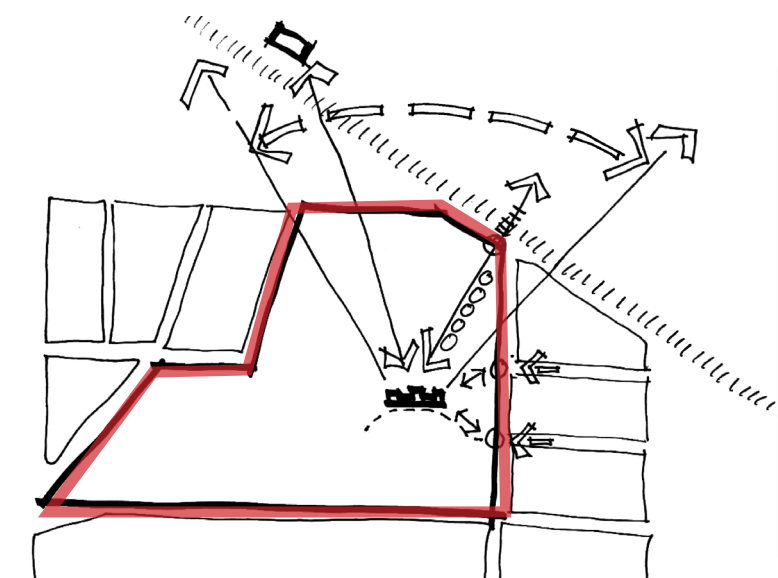




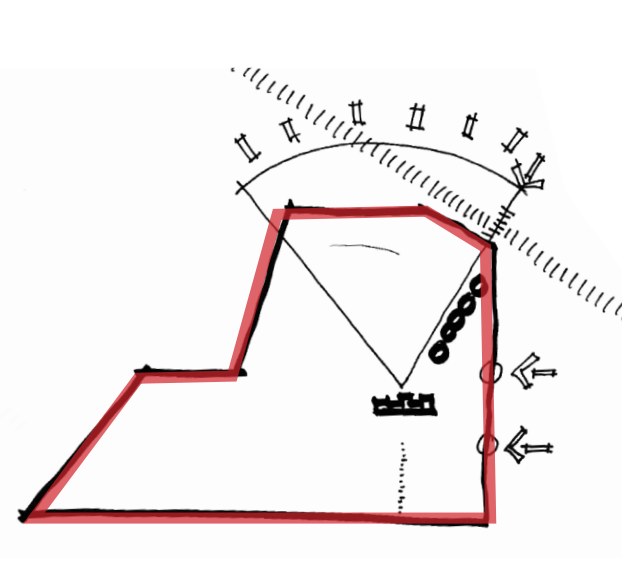
HERITAGE



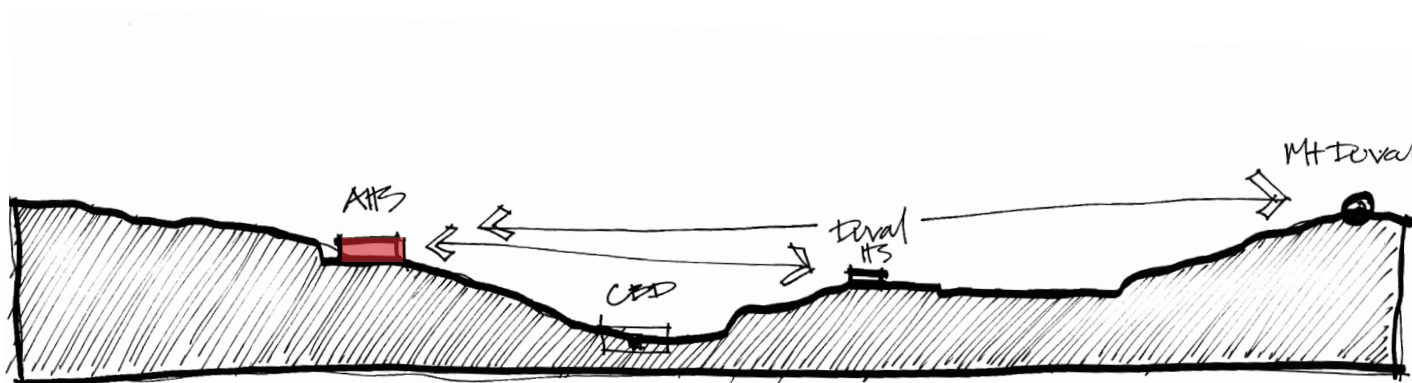
REMOVAL OF LATER ADDITIONS



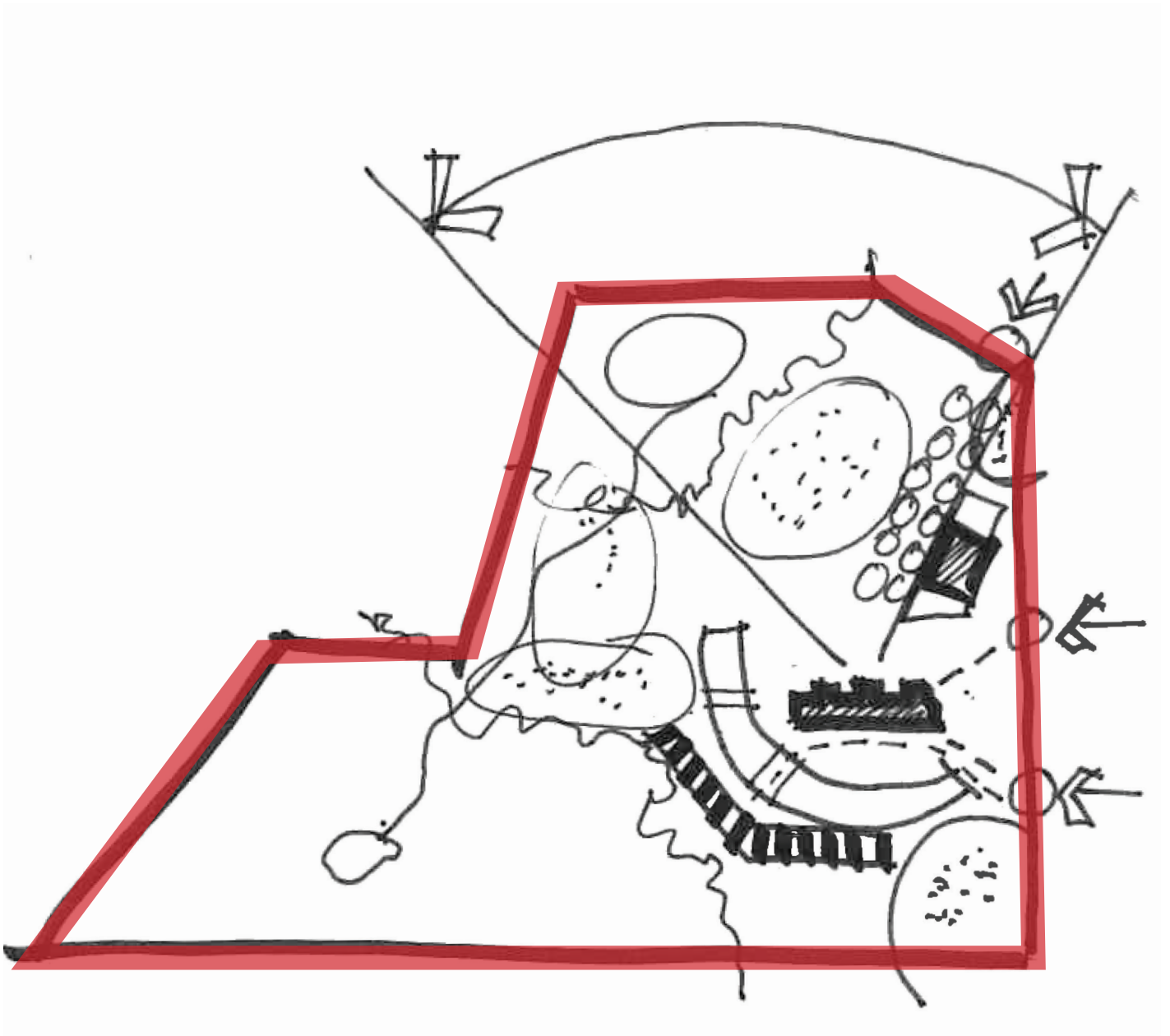
FRONT OR BACK?



FRONT OR BACK? HISTORY, PRECEDENT, USE

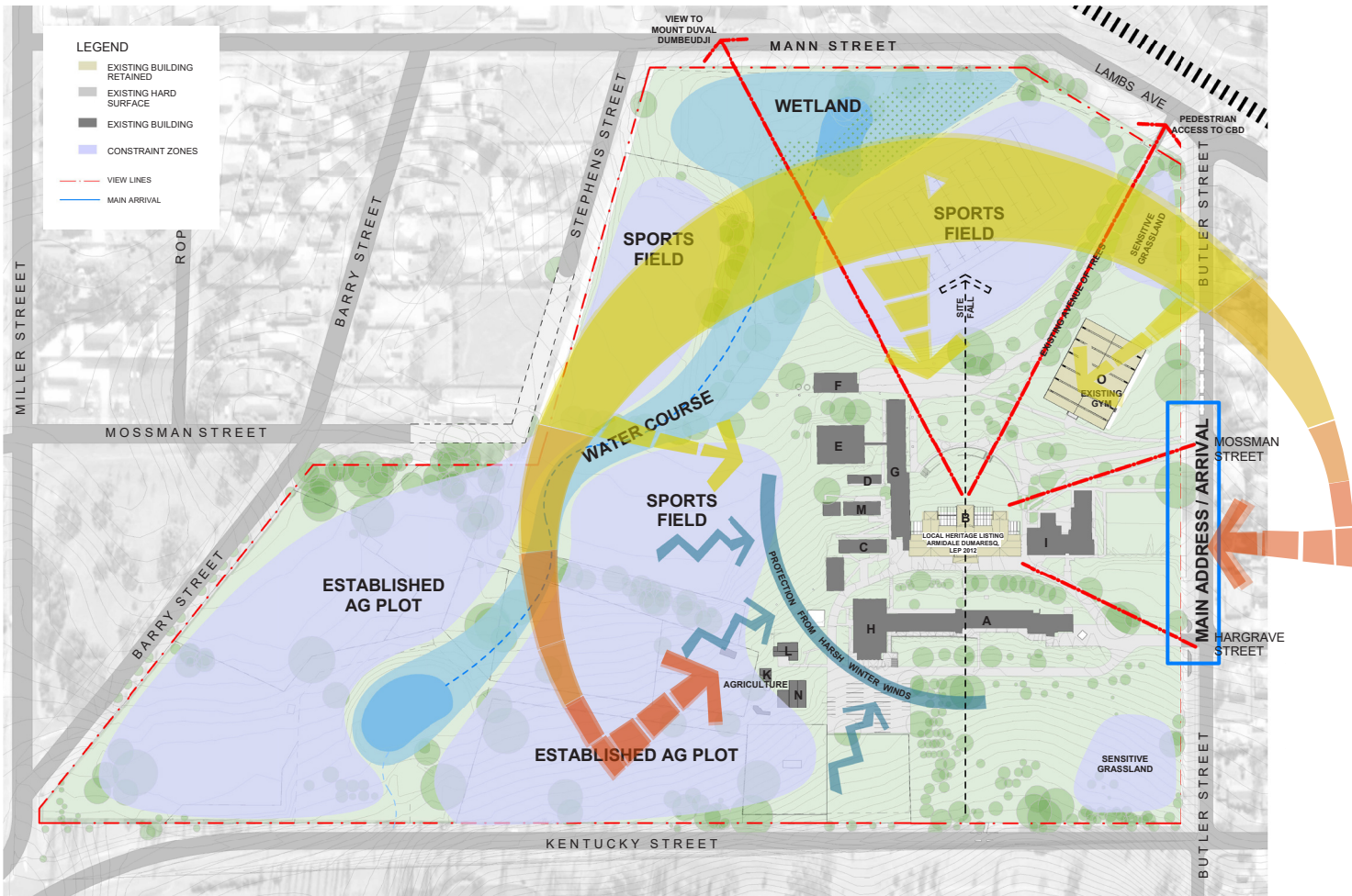


CITY SECTION

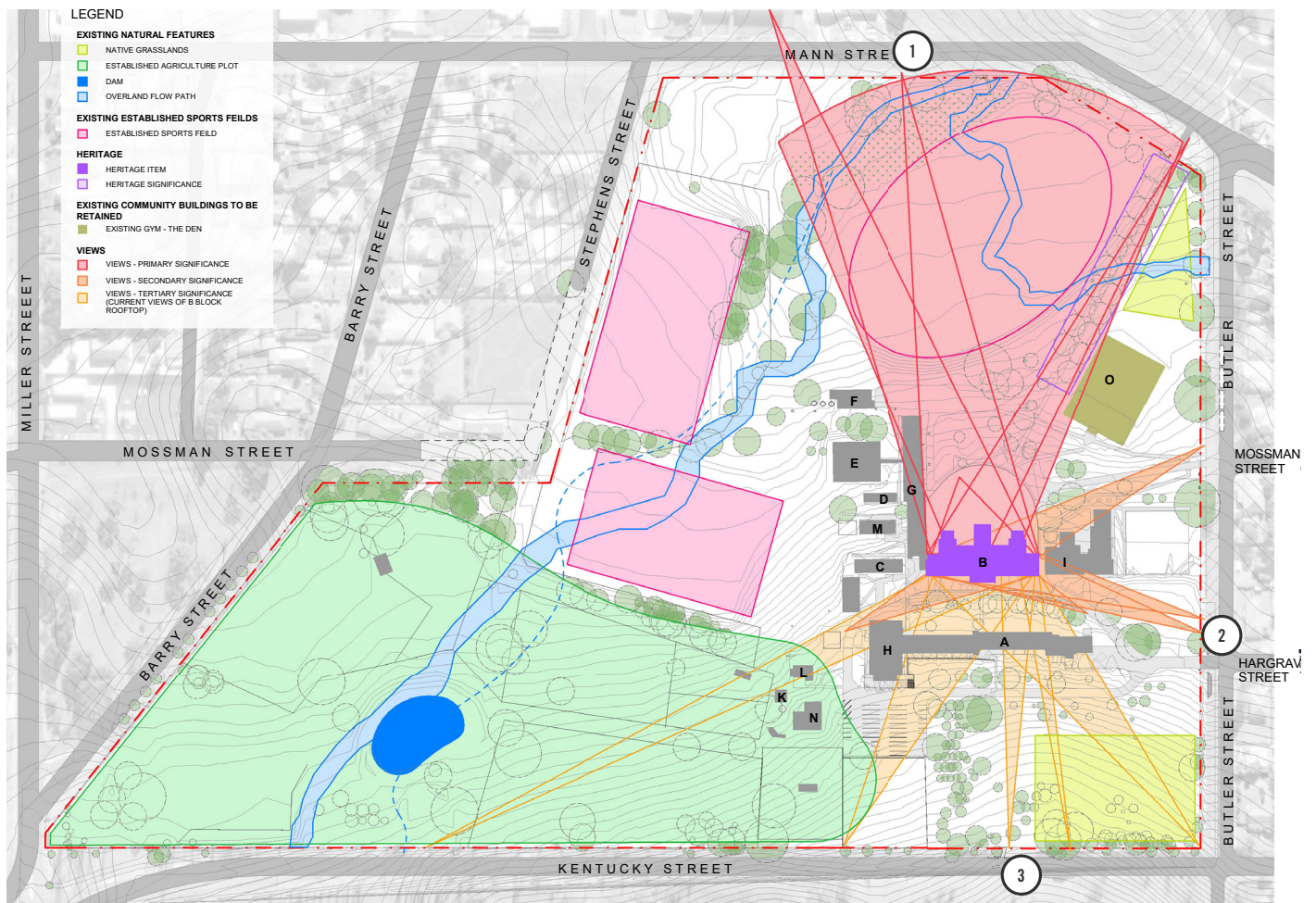


SITE DESIGN RESPONSE

SITE ANALYSIS



SITE CONSTRAINTS AND VIEWS



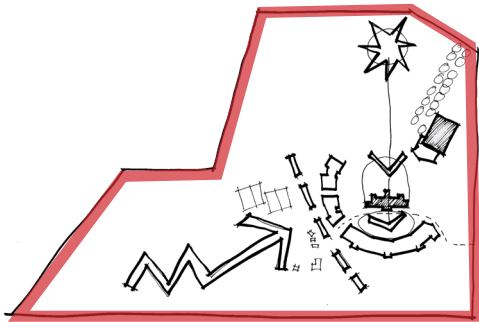
PRINCIPLE 2

SUSTAINABLE, EFFICIENT AND DURABLE

SUSTAINABLE, EFFICIENT AND DURABLE

The goal of achieving a positive environment is considered on a number of: physical and social layers.

Physically the design respects the environment. It captures and controls the sun and excludes the harsh winter westerly winds.

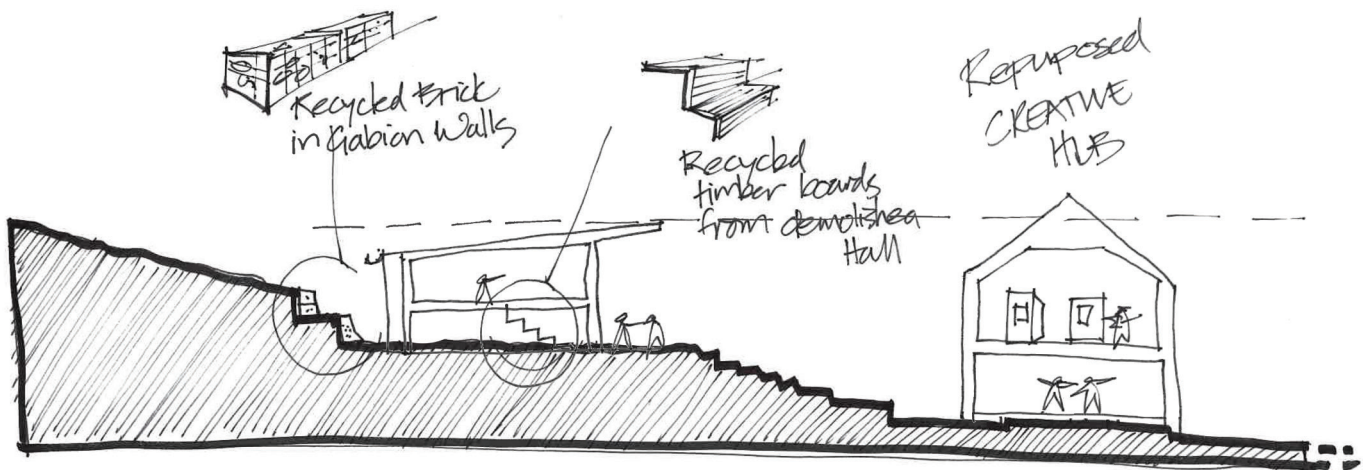


RESPONSE TO CLIMATE



SUN CAPTURE AND WIND PROTECTION

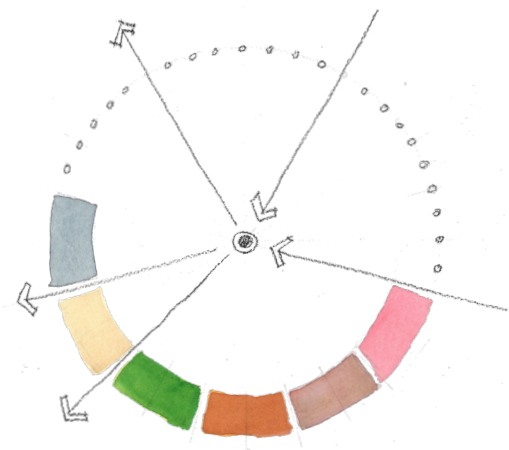
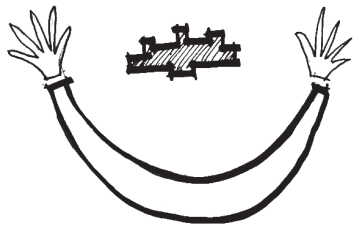
It creates useable outdoor learning spaces. It works with an efficient double loaded corridor allowing natural light and cross ventilation. Materiality will have low embodied energy and recycling/reuse of existing material will be employed.



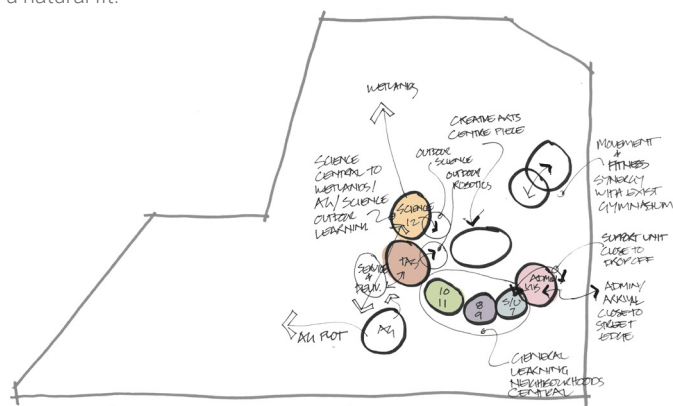
SITE SECTION

On a social level the design evokes the principle of wellness and connectedness.

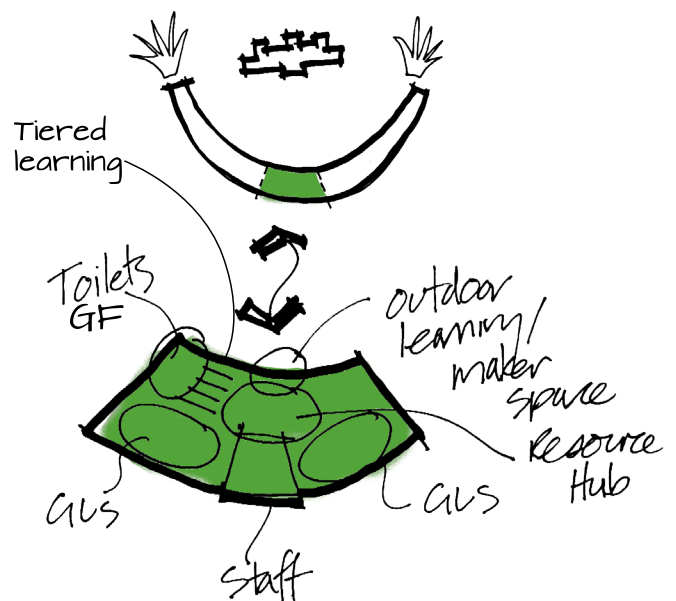
Symbolically the arc design forms an inclusive, embracing message. With the combining of two schools and a large student body of up to 1580, the School Leadership have expressed the desire for wellness and that each and every student is valued as an individual and encouraged as part of the community. The design response is a focus of community. The central court creates an embraced sense of belonging within the arms of the embracing form.



In order to break down the size of the school and support the concept of valuing each student, the design responds through the idea of neighbourhoods. A neighbourhood is a 'school within a school'. Each of the six neighbourhoods will support approximately 260 students housed with General Learning Spaces, Resource Hubs, Staff Work Stations, Toilets, Practical Maker Spaces and Communal Indoor and Outdoor Learning/Gathering Spaces. Each neighbourhood can be autonomous while being centred and connected to the whole school community; even the special needs neighbourhood is a contiguous part of the arc ensuring a natural fit.



SITE NEIGHBOURHOOD ARRANGEMENT



NEIGHBOURHOOD CONCEPT

SUSTAINABLE, EFFICIENT AND DURABLE

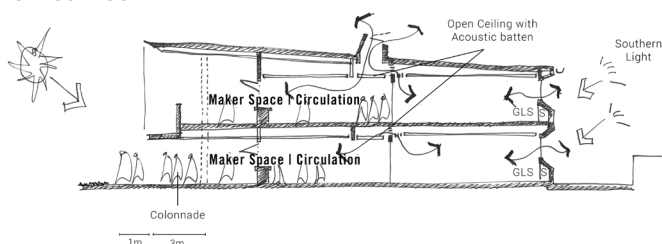
Sustainability and durability are key drivers in the design. Along with good passive design solutions, demolished material will be repurposed and the original 1920's school will be adaptively reused to establish a Creative Hub for the school and allow community use and involvement.

Creating a positive environment driven by community connectedness will be key. Sporting connections will continue through the improvements planned to the existing Den/Gymnasium. Creative Arts connections will be invited through availability of learning spaces and exhibition spaces. Other community connections will be encouraged in areas of Agriculture, Industrial Arts, Hospitality and the Resource Hub (Library spaces). The school design will reflect an inclusive welcoming, easy to navigate campus.

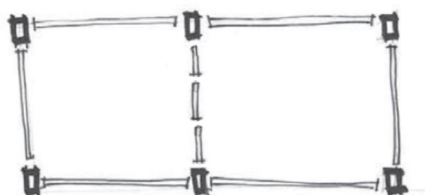
DURABLE/RESILIENT/ADAPTABLE

The structural design and building mechanics will allow for future modifications. The design solution will be concrete frame with light weight infill walls to allow reconfigurability.

SECTION THROUGH TYPICAL
NEIGHBOURHOOD

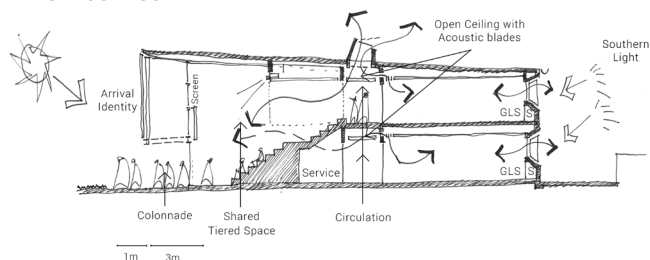


GOOD PASSIVE DESIGN



FRAMED STRUCTURE - ALLOWING FUTURE FLEXIBLTY

SECTION THROUGH TIERED SEATING
NEIGHBOURHOOD

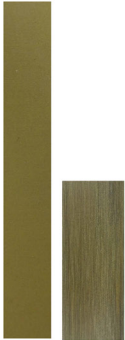


The materiality will be prefinished or no-finish products allowing ease of maintenance.



LV LOUVRE BLADES

ANODISED / COLORED
PERFORATED ALUMINUM PANELS



EXISTING
TIMBER,
SALVAGED
AND REUSED

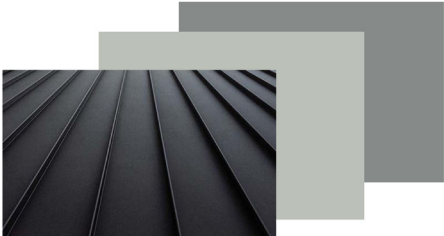
CFC CFC CLADDING - EQUITONE

NATURA (NEUTRAL)
PICTURA (COLOR)



MC ROOF / FACADE ELEMENTS

MR COLORBOND STEEL - MAX LINE 340
MONUMENT - MATT



INSPIRATION
'THE COLORS AND TEXTURES OF ARMDALE'





1. 2. 3. 4. 5. 6.

NEIGHBORHOOD COLORS
FEATURE COLOR REVEALS TO GLASS AT BUILDING ENTRY POINTS



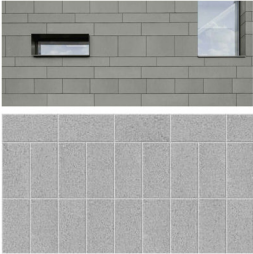
TYPICAL NEIGHBORHOOD ENTRY

MATT COLORBOND ROOFING AND CLADDING:

- LOW EMBODIED ENERGY
- LOW MAINTENANCE
- SENSITIVITY TO HERITAGE SETTING THROUGH NEUTRAL/DARK BACKDROP
- LOW REFLECTIVITY/Glare AND RECESSIVE NATURE AS ROOF VIEWED IS FROM KENTUCKY STREET TO THE SOUTH
- ARMDALE REGION SUITED TO SOLAR ABSORPTION



BLK BLOCKWORK WALL - SOUTH FACADE



BRK BRICKWORK
PGH BRICKS -
MOWBRAY
BLUE
Flemish
Bonded



PERFORATED METAL SCREEN



EXTENDED SOFFIT
FOR SUN
CONTROL AND
CIRCULATION
SHELTER

OFF FORM
CONCRETE LOW
MAINTENANCE AND
HONEST
MATERIALITY

PERFORATED
METAL SCREEN
FOR SUN CONTROL
AND ENTRY
PROTECTION

GLASS FOR
CONNECTION AND
SOLAR GAIN

BLUE/BROWN
BRICK TO MATCH
ORIGINAL SCHOOL
BUILDING

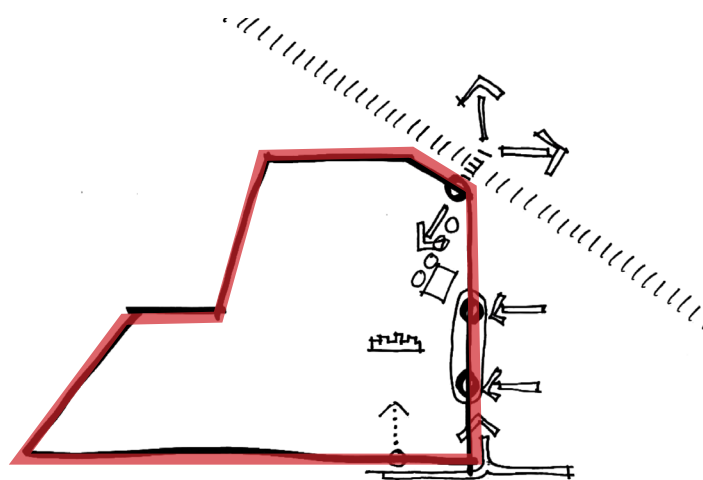
PRINCIPLE 3

ACCESSIBLE AND INCLUSIVE

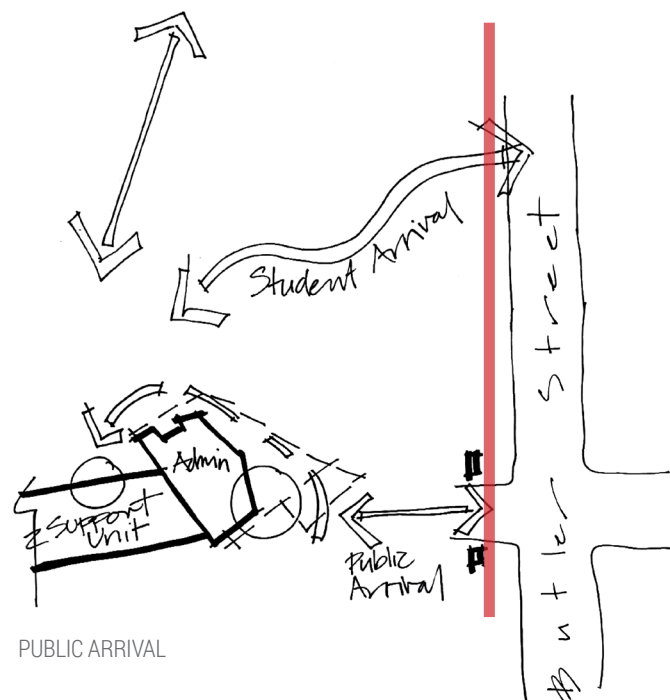
ACCESSIBLE AND INCLUSIVE

Clear navigation on arrival and through the school is a key driver in the design.

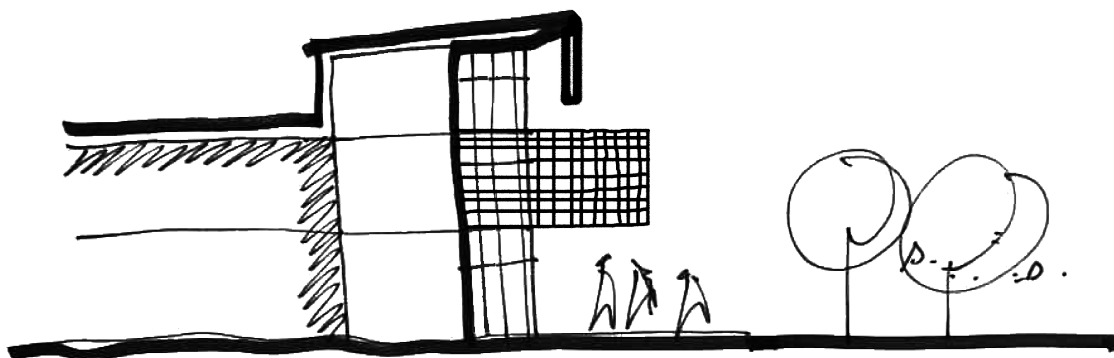
Working with the existing and well established main arrival point from the Butler Street edge to the east, the proposal reinforces the arrival sequence and assists the welcoming feel by bringing the main public entry point closer to the site edge. Through architectural treatments of increased volume and generous overhangs the arrival navigation cues will be reinforced.



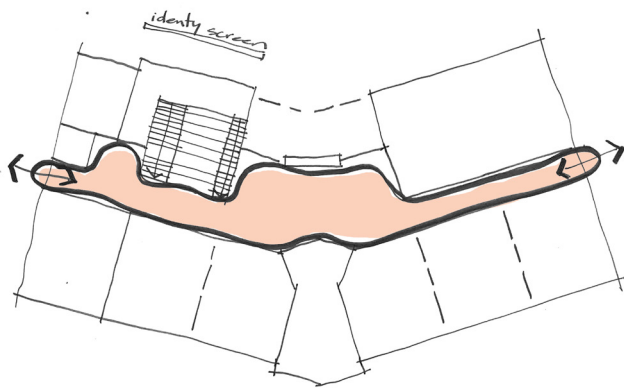
ACCESS AND ARRIVAL



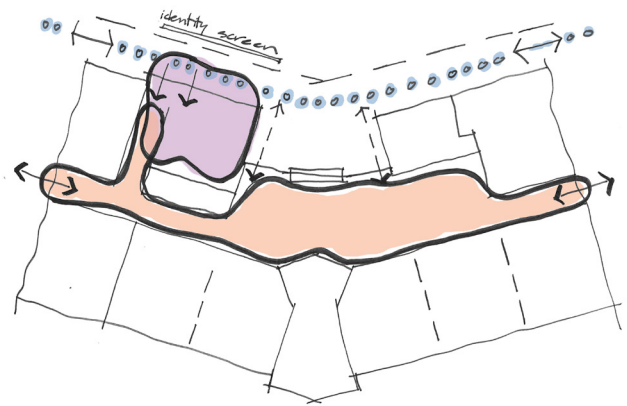
PUBLIC ARRIVAL



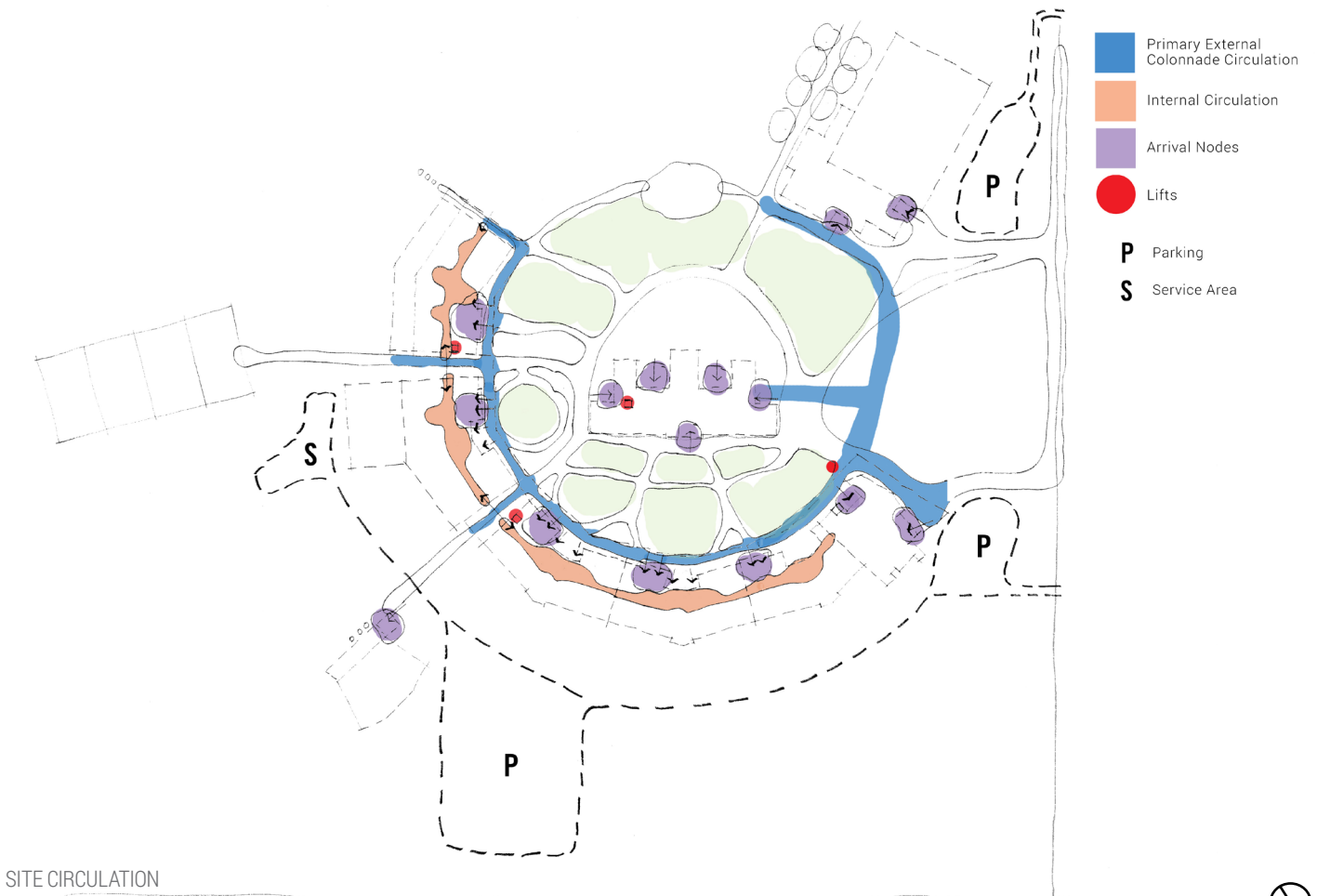
VOLUME AND CANTILEVER ANNOUNCEMENT



TYPICAL NEIGHBOURHOOD - UPPER FLOOR



TYPICAL NEIGHBOURHOOD - GROUND FLOOR



SITE CIRCULATION

ACCESSIBLE AND INCLUSIVE

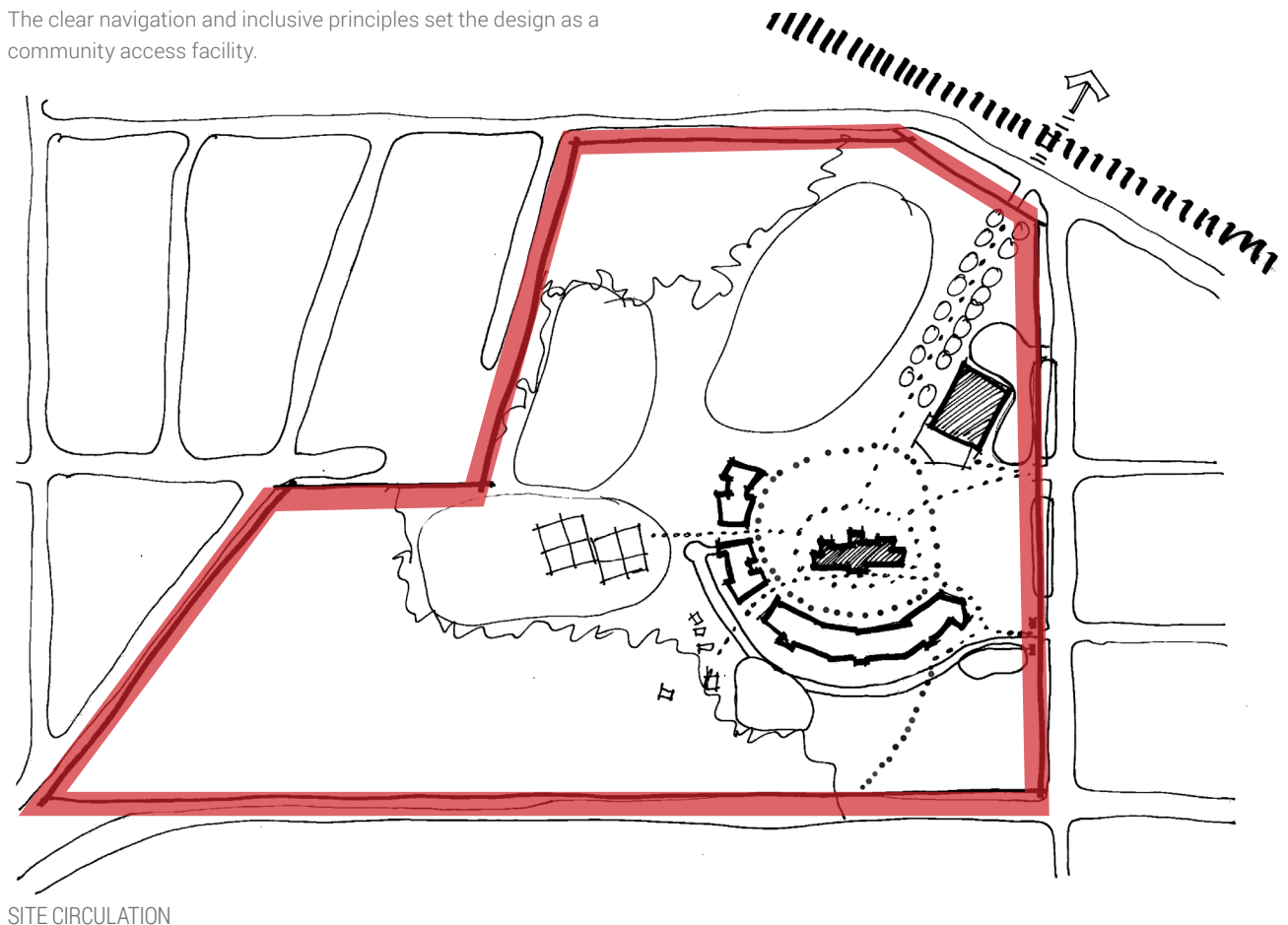
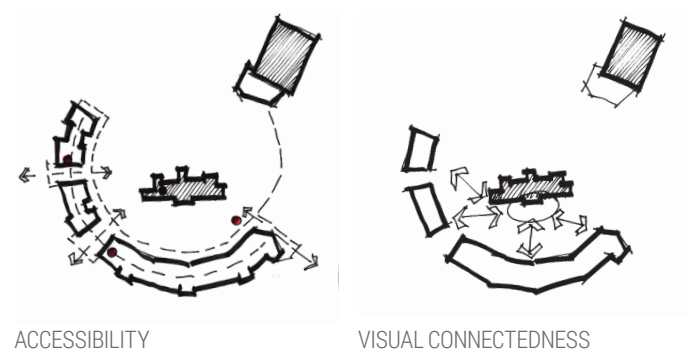
Clear navigation will be achieved through importance of form, transparency and close proximity to the arrival edge.

Once within the embracing form, clear lines of sight and navigation will be a natural priority.

Even with the challenging slope of the site the proposal encourages ease of circulation.

Pedestrian movement is possible on the inside edge of the arc under a generous overhang from one end to the other. Within the arc the proposal has a central street/spine that connects through neighbourhoods. Where there are gaps to the arc, these will be roofed. Lifts are located in a seamless way to ensure inclusiveness.

The clear navigation and inclusive principles set the design as a community access facility.

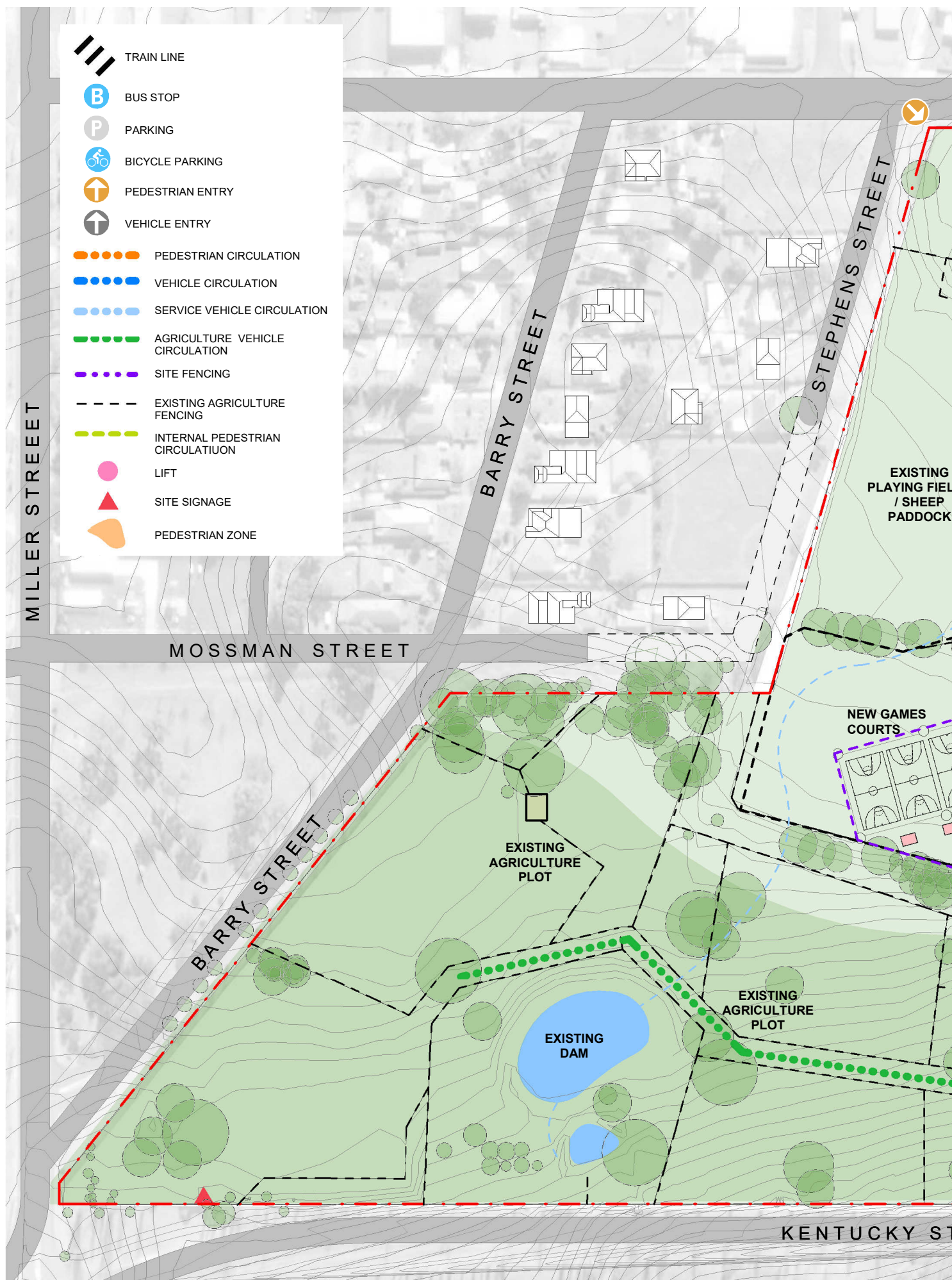


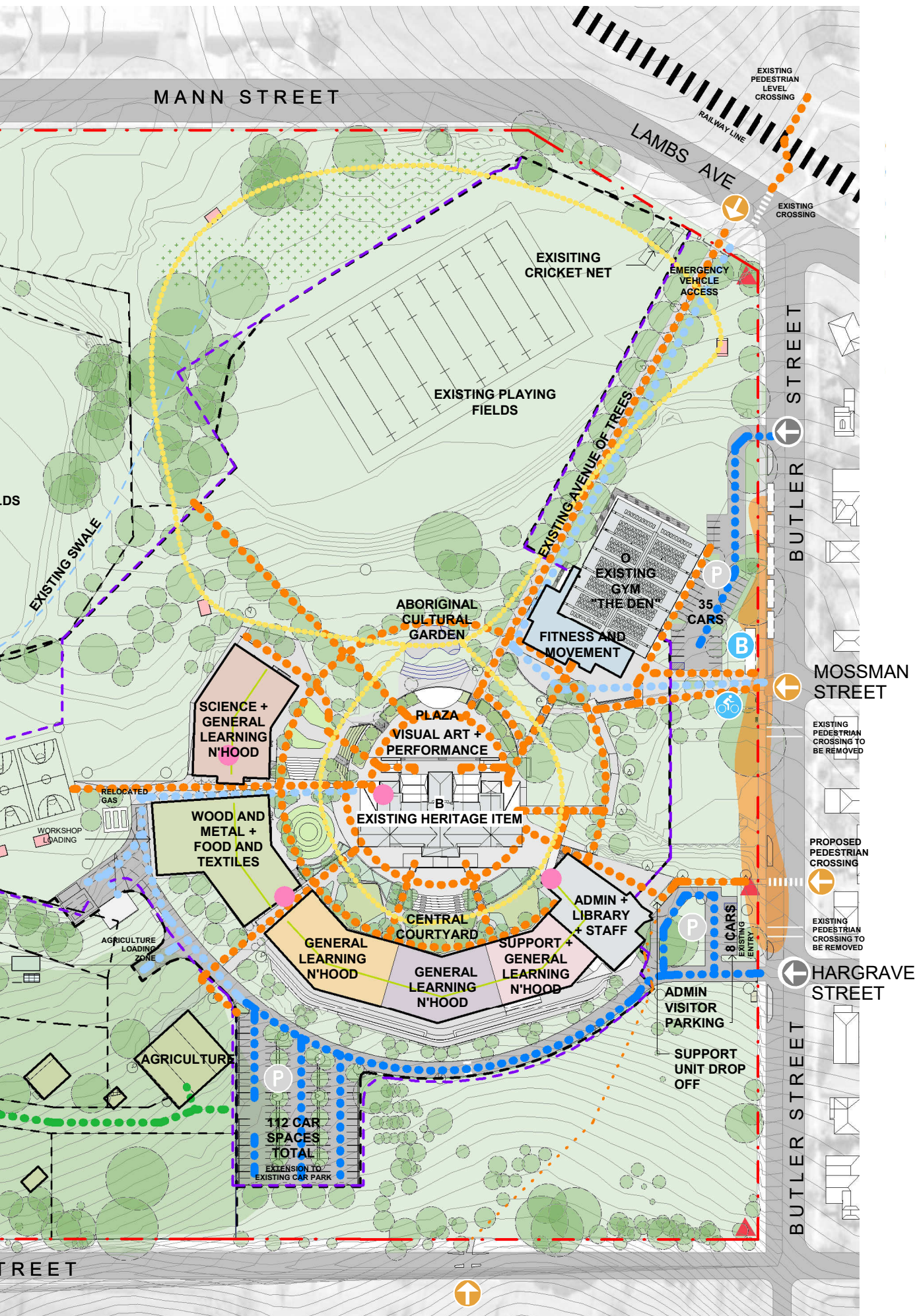
SITE CIRCULATION





VIEW FROM MANN STREET





PRINCIPLE 4

HEALTH AND SAFETY

The key concept of wellness has been articulated in Principle 2 above. The design ethos of creating a positive environment is a key lever.

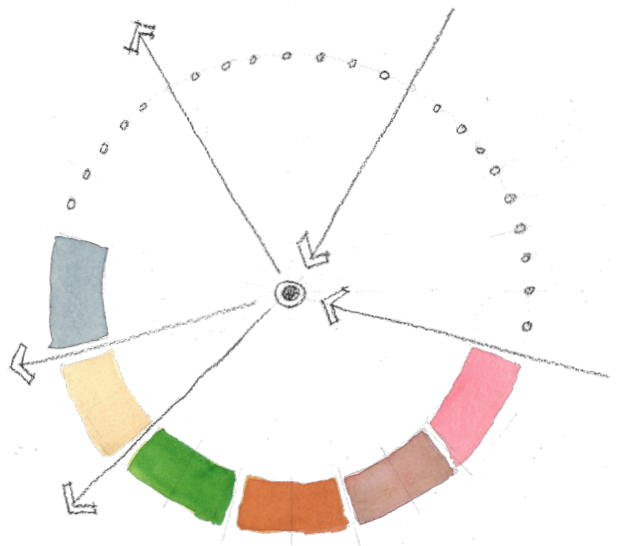
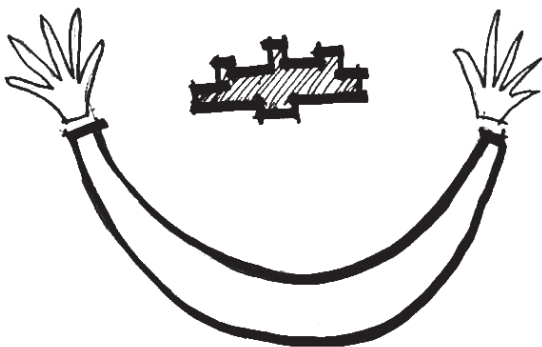
The design clearly reflects the ideas of a caring, embracing community on a social level along with the physical and environmental sensitivities created through site planning and spatial arrangements.

The embracing design reinforces the idea of belonging and community while the neighbourhood breakdown ensures each student and staff are highly valued. The site arrangement is responsive to needs and creates a more intimate sense of identity and belonging.

Safety and security is addressed on a number of levels. The neighbourhood concept supports a safe environment. Each neighbourhood has a staff work station in a distributed format allowing greater student/staff interaction and surveillance.

The large 180,000m² site is challenging to fully fence. The School Leadership has a desire that the school be welcoming and inclusive and that high security fencing be minimised. The outside community is welcomed on to the site to access many of the facilities through continued use and future opportunities.

This freedom of access will require a level of control as directed by the Department of Education. The design approach will be to minimise tall security fencing. The priority principles will be to utilise building edges as a security line, locate tall security fences inboard from the boundaries, ensure good level of design respect, ensure good community access which will support passive surveillance and careful site area lighting.



SOLAR ACCESS

The diagram below shows the design principle of more active / communal spaces to the north and more passive / focused spaces to the south. The southern spaces are generally GLS and Staff Workstations. There is universal research that supports learning spaces being best served by southern light. Southern light is best for even, diffused, antiglare conditions.

In support of the amount of light available to these rooms, our calculations show 55% greater than required.

Scottish Government Publication, School design: Optimising the internal environment

"Good quality daylight is given by north-facing windows and general teaching spaces that face north will receive even, consistent light through all seasons."

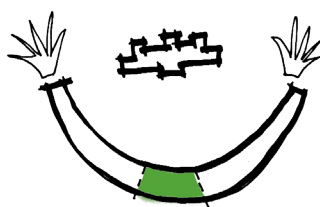
DIVERSITY OF OUTDOOR SPACES



NEIGHBOURHOOD CONCEPT

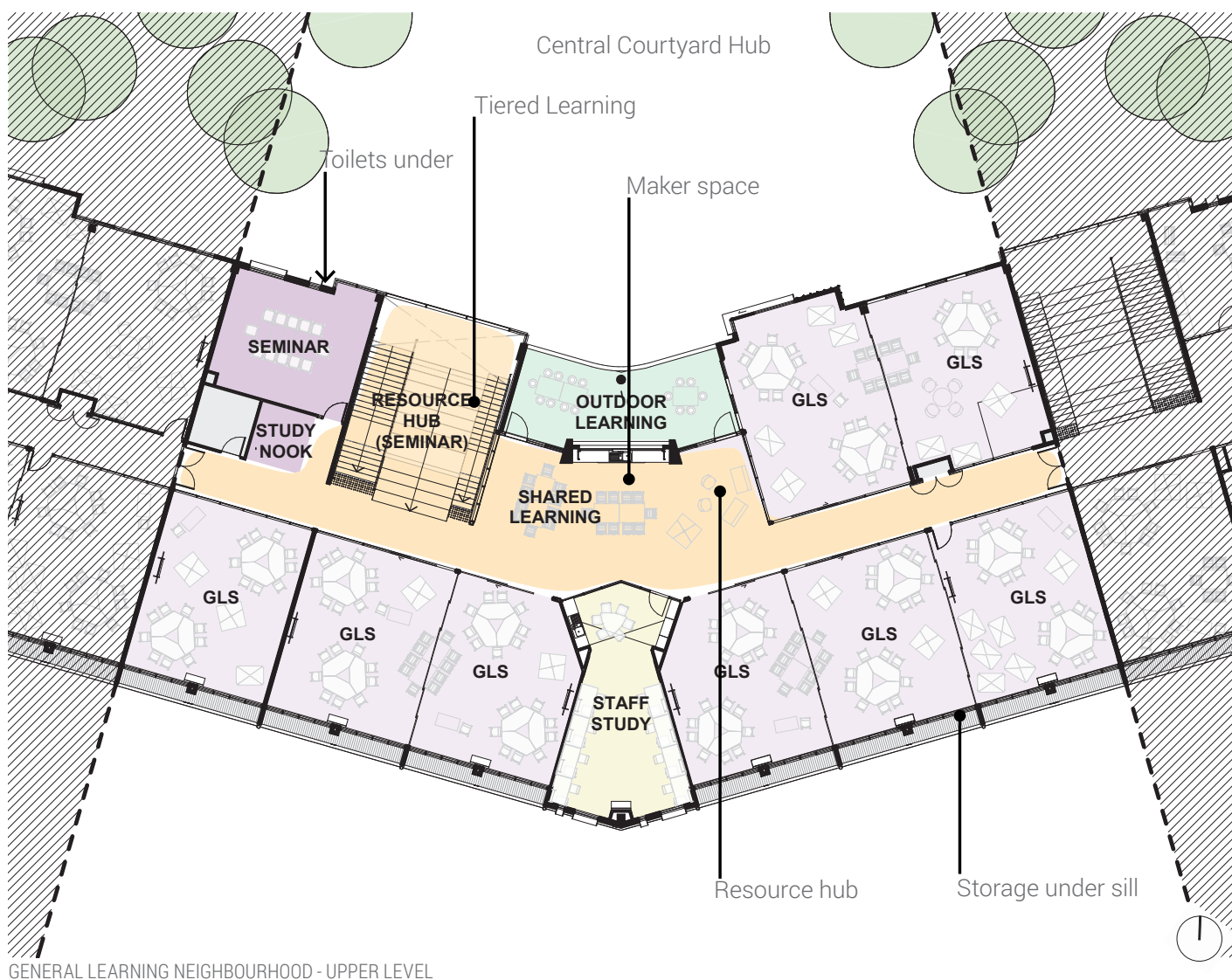
The school is broken down into General Learning Neighbourhoods.

The concept supports the overarching Educational Principle of Wellness. Each student will be valued as part of a smaller/ manageable sub community within the large 1580 student campus.

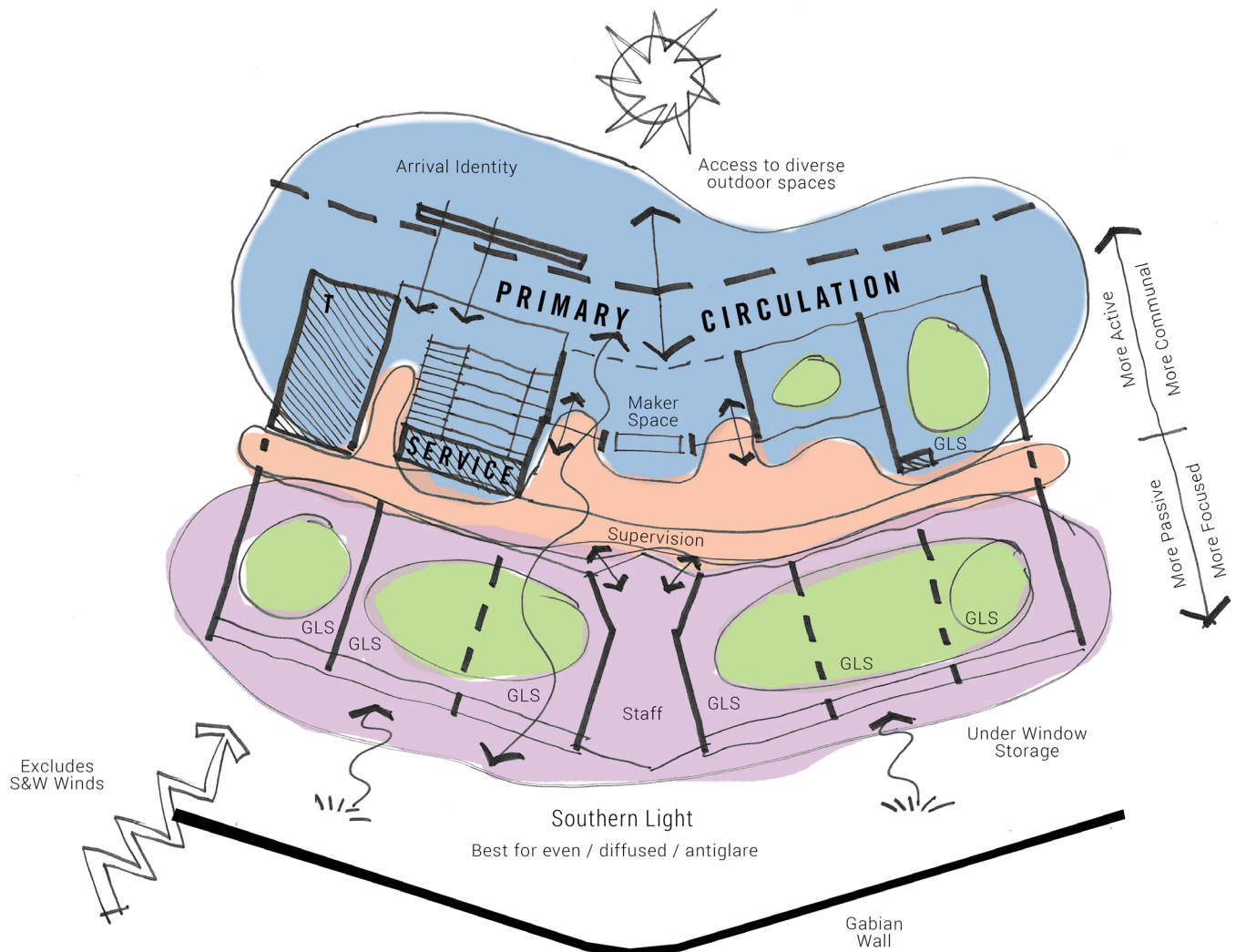


The GL Neighbourhoods are self contained with

- Flexible learning spaces
- Shared project based Maker Space
- Outdoor learning
- Shared tiered learning
- Visible Staff Study space
- Resource Hub space for learning and socialising
- Adaptable learning settings



GENERAL LEARNING NEIGHBOURHOOD - UPPER LEVEL



PRINCIPLE 5

AMENITY

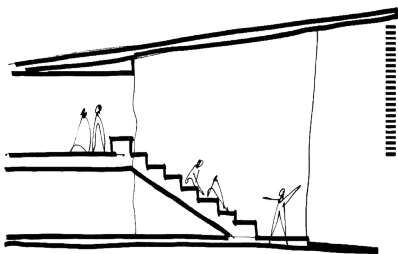
The design will provide socially and environmentally responsive solutions creating pleasant and engaging spaces internally and externally.



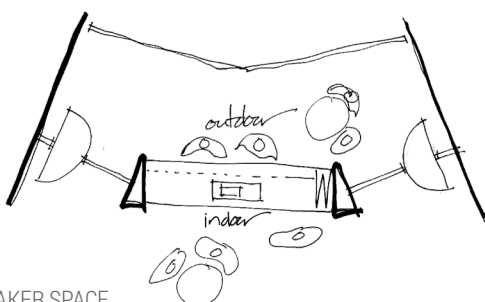
HEALTHY PROTECTED ENVIRONMENT

The school neighbourhood concept creates a variety of learning modes through flexibility of spatial arrangement control, agile furniture, interactive indoor/outdoor practical Maker Spaces.

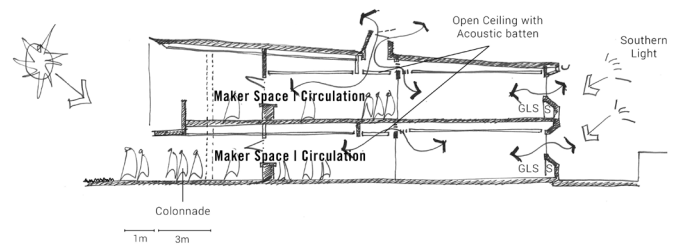
The learning spaces support Gathering, Team and individual modalities of Learning.



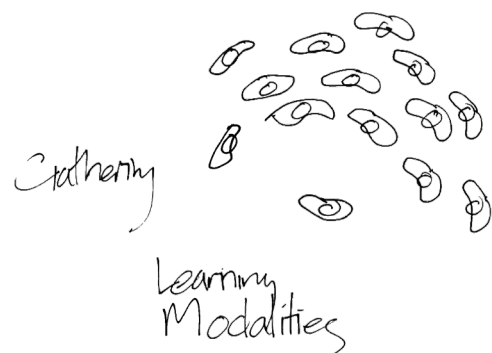
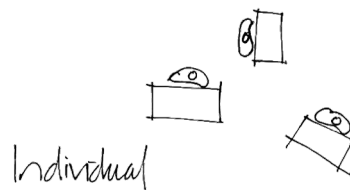
GATHERING SPACE



MAKER SPACE



NATURAL LIGHT & NATURAL VENTILATION ALONG WITH MIXED MODE HEATING



AMENITY

The embracing arc concept supports any consideration for the adjacent neighbourhood amenity. The siting and form of the design respects privacy and acoustic control.

Generally the adjacent residential pattern is not dense. Because of the large site, the Butler Street edge to the east is really the only potential impact on neighbouring properties. This edge is separated by the street. There are no boundaries shared directly with neighbours. The surrounding streets separate the site from any direct neighbours.

The arced design will provide acoustic and privacy protection from Butler Street whilst school is functioning.

Currently Butler Street is the main arrival edge.

As Butler Street is the main address and arrival point, the traffic will increase. This issue will be addressed as part of the SSD documentation within the Traffic Assessment.

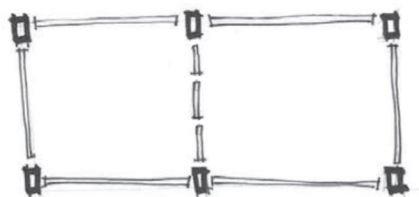
PRINCIPLE 6

WHOLE OF LIFE, FLEXIBLE AND ADAPTIVE

The design will respond to flexibility of space, maximise multi use functionality and allow for growth.

At the time planned for opening the school the student population allows for approximately 30% increase on current combined school rolls. Inherently there will be room for growth.

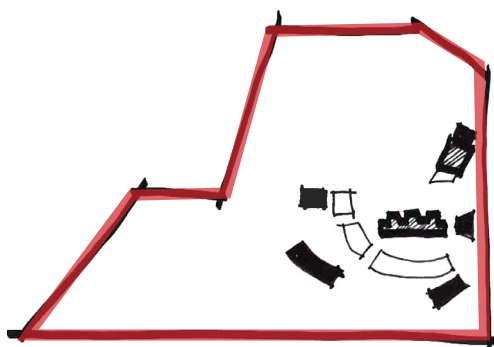
The structural system planned will allow for suitable reconfiguration if space redefinition is required.



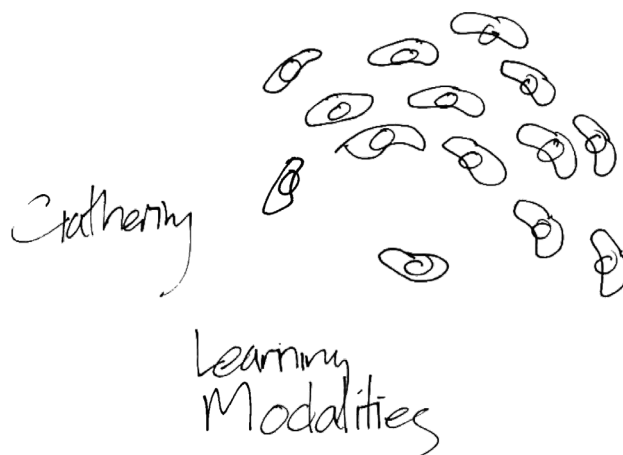
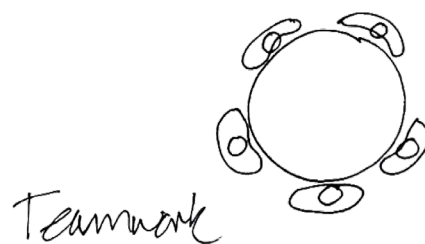
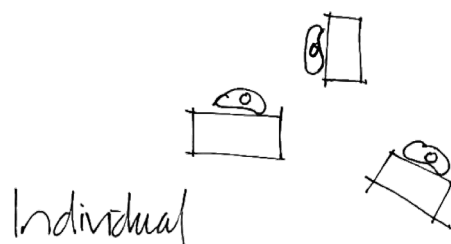
CONCRETE FRAME AND INFILL WALLS

The key learning space configuration ensures flexibility, maximising multi use. Through space control and careful furniture selections various learning modalities can be achieved.

If ever there is the need to expand the school numbers and facilities the following diagram suggests possible areas to accommodate the footprint.



EXPANDING OPPORTUNITY



THE LEARNING HUB

The Design has been created in response to understanding:

- The unique character of Armidale
- The site context
- The environment
- The desired educational principles
- The desired community connections
- The respect for heritage

The design reflects the **colours and textures of Armidale**. It will reflect Armidale's character of being an art education hub, multicultural, creative, community connected, youthful, supportive and adaptable.

The **climate and environment** of Armidale is unique. The design will provide protection when the cold winter hits, excluding the westerly winds and capture the beautiful clear sunny days and the expression of seasons that is unique to Armidale.

Armidale's Education Principles drive the design outcome. Key to the outcome is the focus on the wellbeing of all learners. The design concept creates **learning neighbourhoods** where student centred learning will be supported. The overall design will be generally a two storey radial arrangement stepping as it works around the sloping site. Outdoor terracing will work with the contours creating **engaging learning and socialising spaces**.

The Learning Hub concept creates a **symbol of protection**, an embracing form which centres the school on the re-purposed and enlivened original 1920's school building. The final design will explore **connections between indoor and outdoor learning**. It will embrace **partnerships between the school and the wider community** and it will add to the significance of the built environment in Armidale.

SCHOOL MISSION STATEMENT

Our School provides the skills and attributes to be confident, resourceful, responsible lifelong learners as well as active and informed global citizens. Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalized, relevant curriculum.

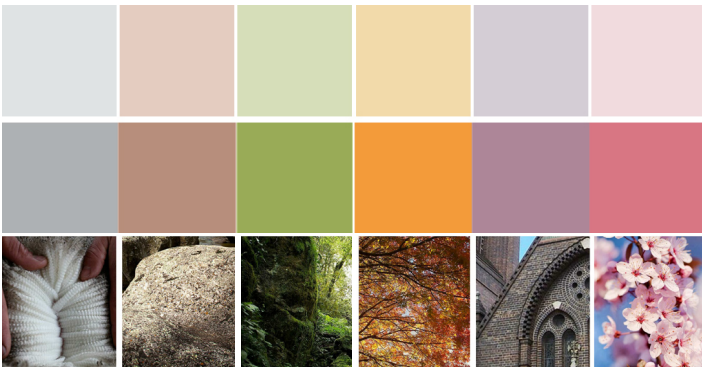
EDUCATIONAL PRINCIPLES

- Focus on the needs and wellbeing of all learners and their learning
- Facilitating pathways that enable confident, responsible lifelong learners who are active, informed global citizens
- Build community and identity, and create a culture of welcome inclusion that celebrates diversity
- Provide creative, collaborative and sustainable learning environments
- Be aesthetically pleasing and reflective of the local environment

PRINCIPLE 7

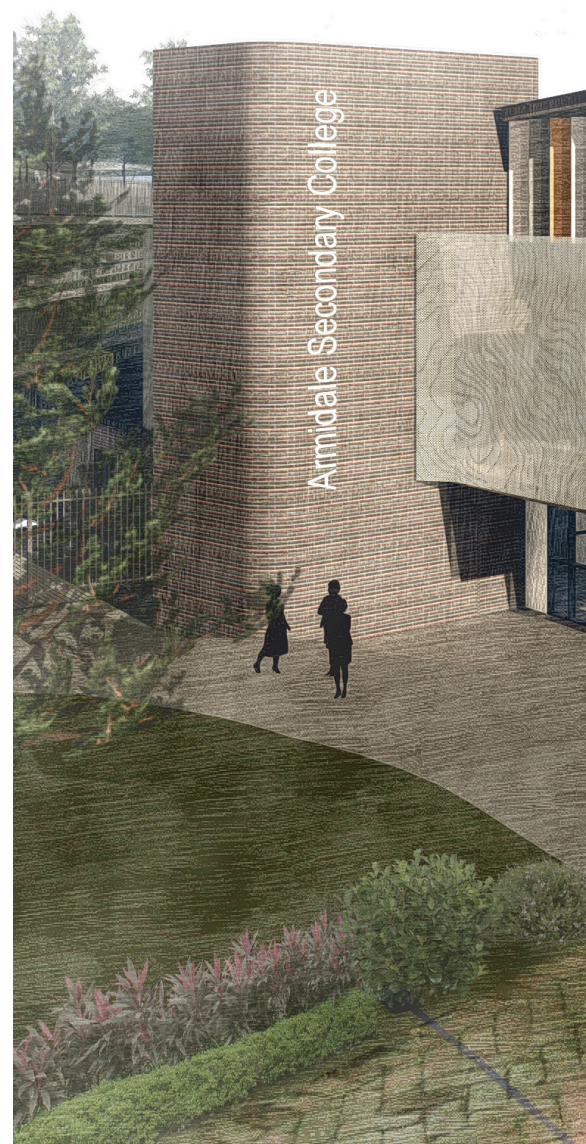
AESTHETICS

From the outset the design process has considered deeply the physical and social context of the Armidale Region and the site. The colours and textures of Armidale have been folded into the design palette. Dark purple/brown bricks will be used, granite coloured face blockwork will be used. Care has been taken that the thematic contextual aesthetic will be evident in the design. Where contemporary materials are proposed, such as metal sheeting, it will be dark and recessive. The rich autumn and spring colours and the forest green colours will be used sparingly but as identifiers and navigation definition.

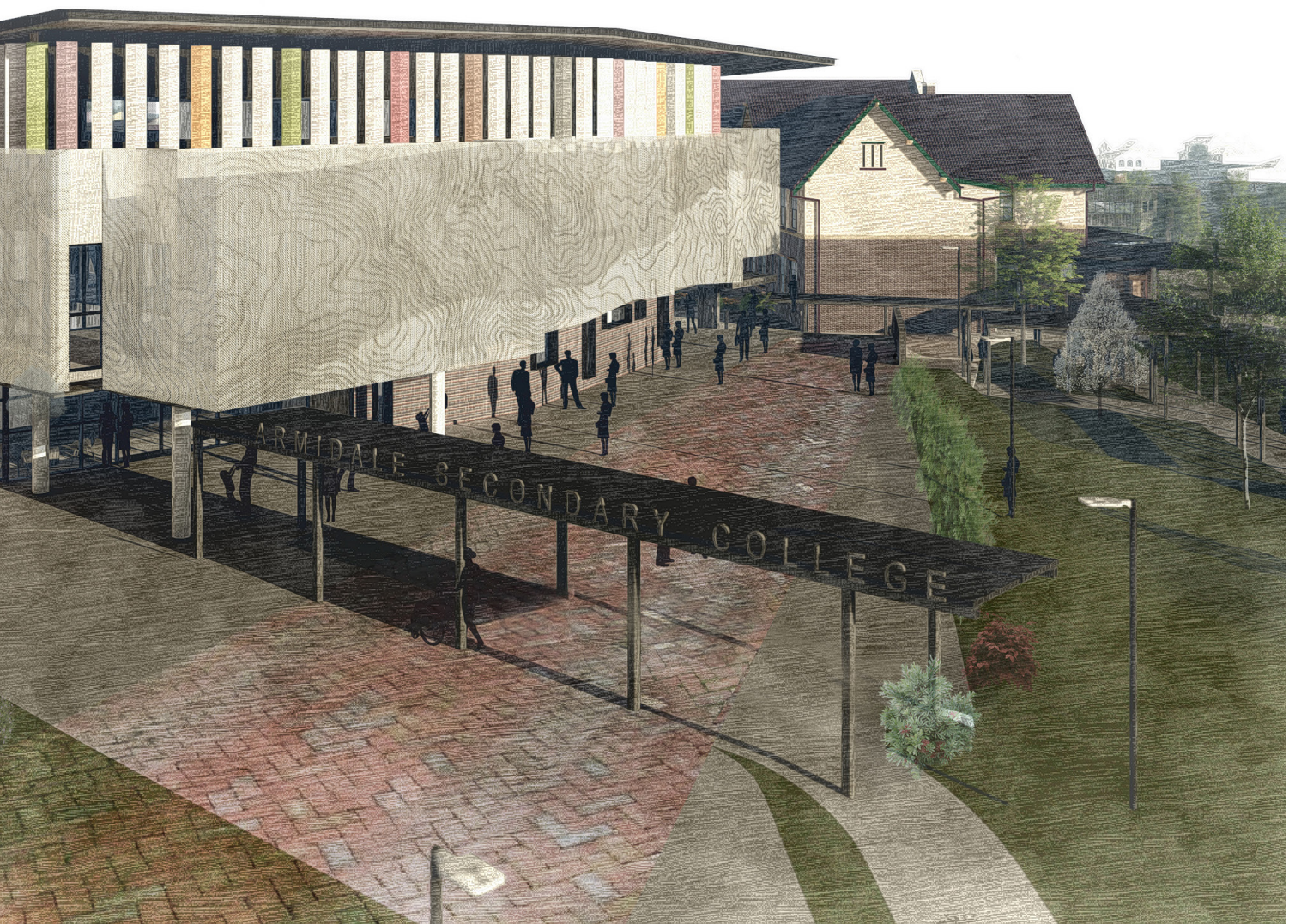


The colour palette will have consistency inside and outside.

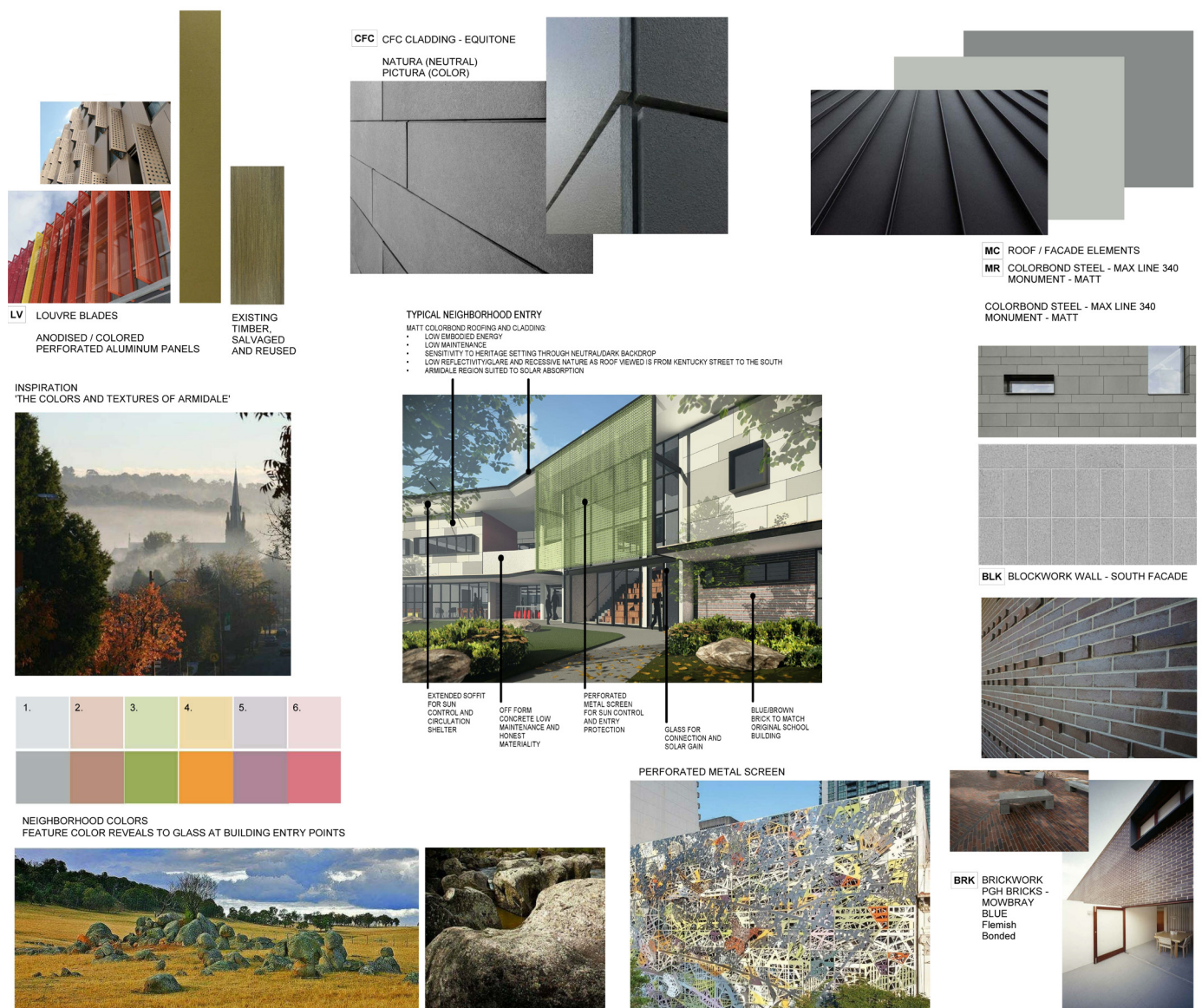
The composition of materials will be refined and reflect the uses allowing for clear navigation expressed through form and transparency.



The Administration and Arrival Forecourt is a 3 storey form emphasising importance and navigation. The siting is angled to draw the view line to the original 1923 school building. The view line technique draws pedestrians into the heart of the new school. The materiality narrates the story of the two schools uniting. The messaging is through an artistic perforated screen projecting the contours of Armidale the conversation of two schools uniting hilltop to hilltop. The louvre blades capture the colours of Armidale and the brickwork acknowledges the blue/brown in the traditional Armidale built environment.



AESTHETICS



EXTERIOR COLOUR SCHEME

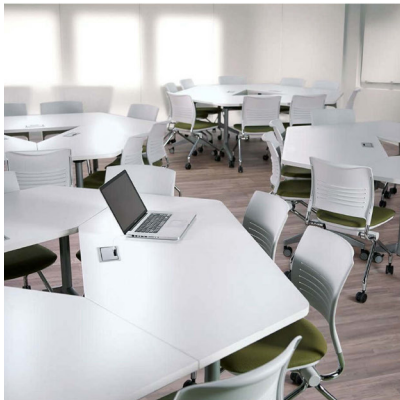
Design Principle - Neutral & dark to be a recessive backdrop with highlight colours as identity / navigation



CONTEMPORARY STAFF WORKSPACE



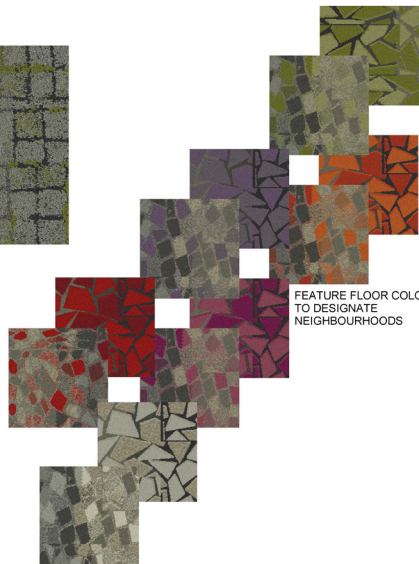
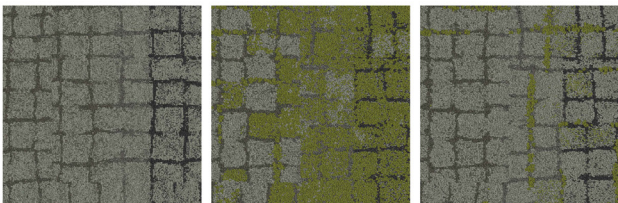
CASUAL SEATING OPTION



TABLES FOR FLEXIBLE CONFIGURATION TO SUIT LEARNING MODES



STUDENT SEATING

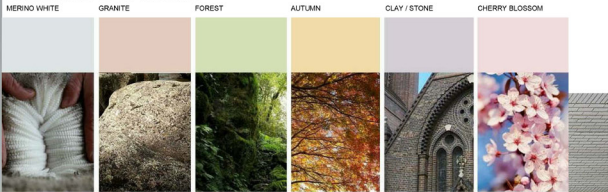


FEATURE FLOOR COLOUR TO DESIGNATE NEIGHBOURHOODS



ARMIDALE COLOUR INFUSED SPACES

COLOUR & TEXTURE OF ARMIDALE



ARMIDALE NATURE INFUSED SEMINAR ROOM

INTERIOR COLOUR SCHEME

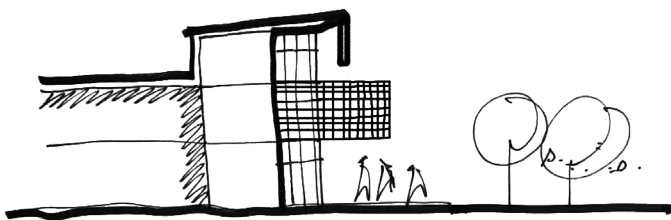
Similar principle to exterior colours - the feature colours will be Neighbourhood Identifiers

AESTHETICS

With respect to Armidale's built scale the overall form is predominantly 2 storey and stepping with the contours and so responding to the shape, of the level form.

The overall form responds to the environment through capturing the sun and restricting the harsh westerly winds. The site design and form of building creates usable outdoor learning and socialising spaces.

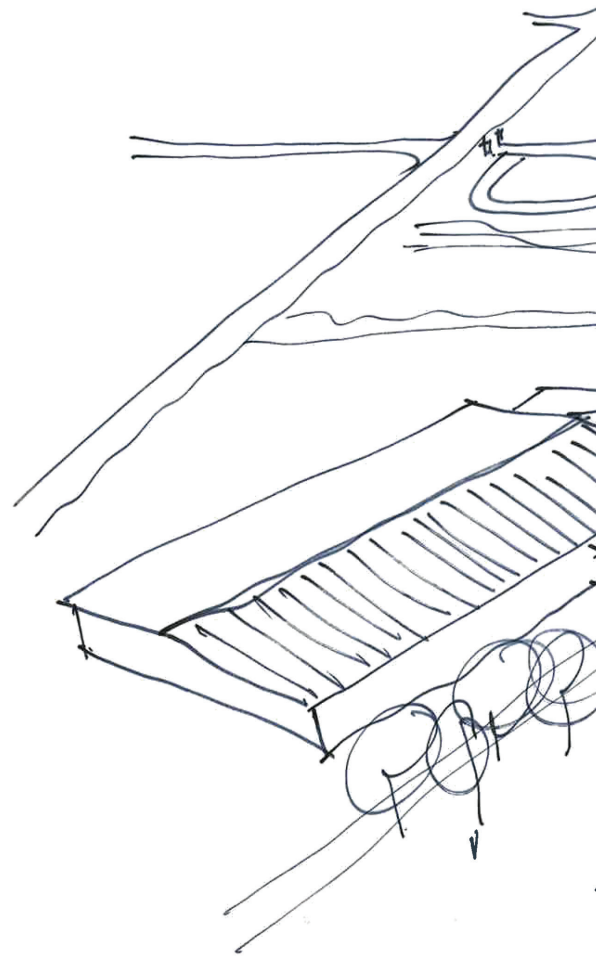
A 3 storey section is located at the Butler Street arrival. The volume and associated canopy creates an announcement and draws attention to the main public entry. A new sense of identity will be created.



The embracing hub design reflects the caring environment that is desired. It appropriately controls the environment to maximise comfort and usability. It ensures a focusing/centred environment supporting safety and surveillance and a sense of belonging. The design supports the concept of arrival and circulation. The design ensures on going use for the original schoolhouse through repurposing into a Creative Hub. Current buildings and intrusions that slam against the original fabric will be removed and it will again be enjoyed in the round. The northern aspect to and from the site will be retained and respected. The southern aspect will be freed and enjoyed as a centre piece creating a backdrop for school gatherings. With the original schoolhouse as a centrepiece it will be enlivened and have a re-established significance.

The proposed roof form and shape is purposefully not slavish to the original School House. The pretence is not to mimic but to form a passive backdrop. Materiality referencing will be key. The new form is not unusual as nearby there are large scale shallow pitched forms including the Den and on the northern adjacent industrial zoning.

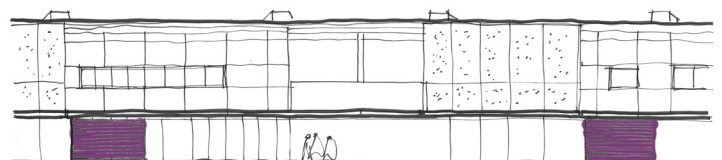
The proposed form and aesthetics is in response to environmental, social, historical and contextual factors.

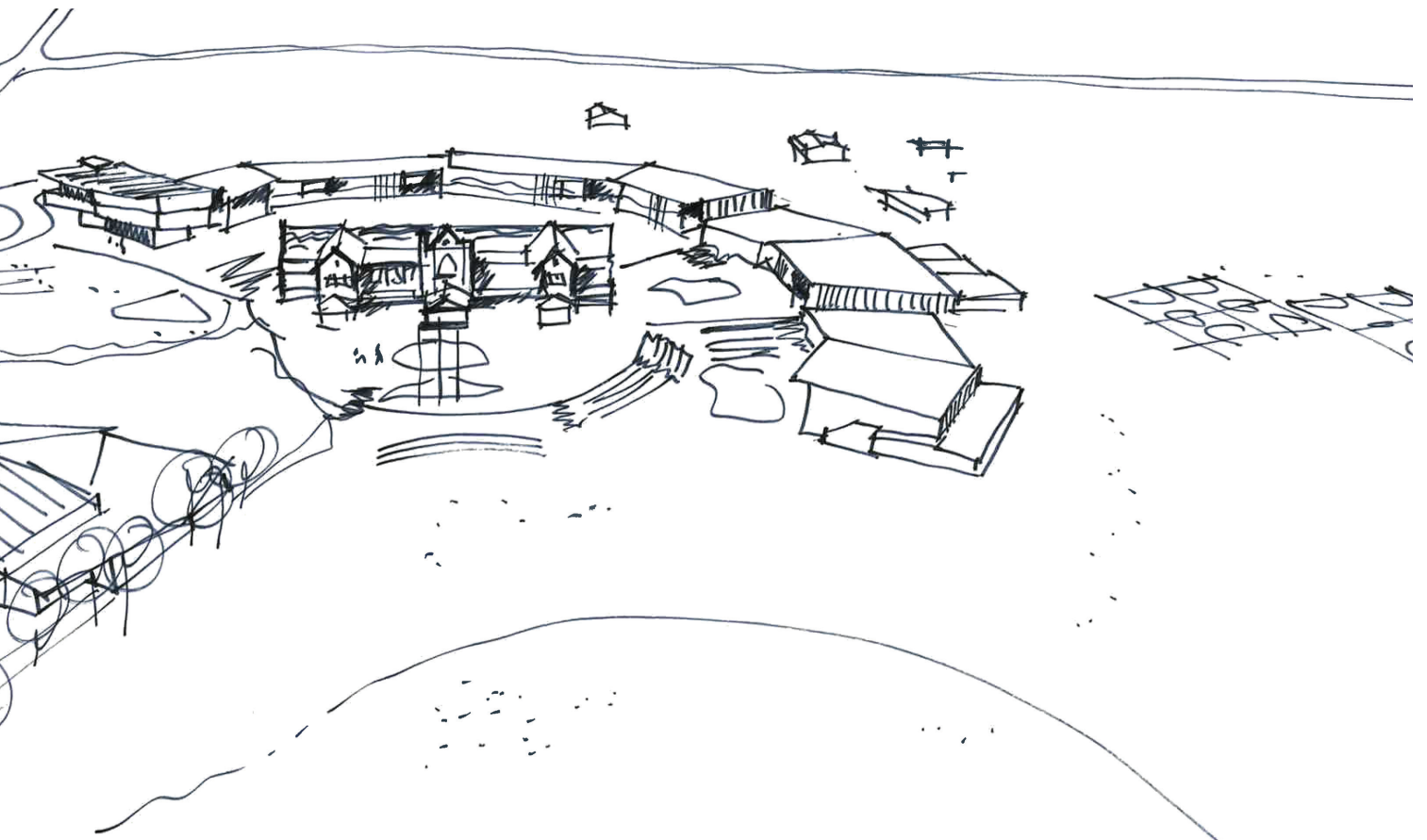


The general form is low and horizontal in order to set a neutral backdrop to the original school house. The general roof height has been set in order to be no higher than an existing rear building planned to be demolished.

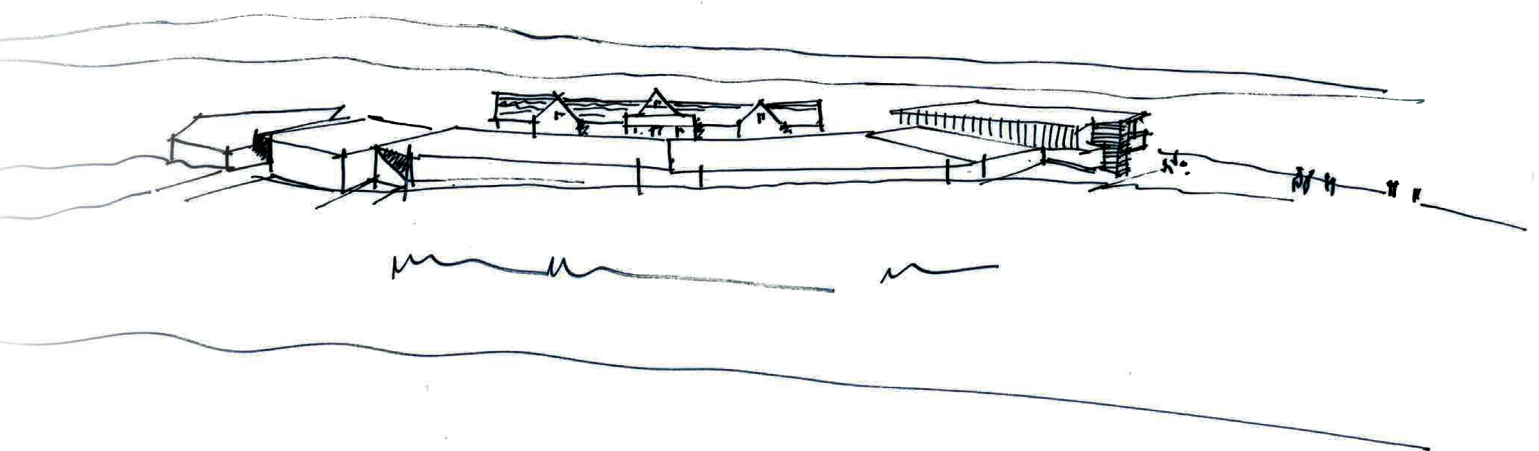
The horizontal form references the horizontal division of upper and lower levels to the original school house expressed in brick base and rendered upper level. The new building has a well defined upper and lower level banding. The design has been adjusted to incorporate a colonnade arrangement which now assists in defining a clear upper and lower level banding.

Material selections have been made with reference to the historic building.





View from Mann Street. North



View from south. Kentucky Street

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