

SSD 9210

Saints Peter and Paul Assyrian Primary School, Cecil Park

ARCHITECTURAL DESIGN REPORT

SEPTEMBER 2018

P M D L 

CIVIC HEART PERSPECTIVE - ARTIST'S IMPRESSION



KINDERGARTEN EXTERIOR PERSPECTIVE - ARTIST'S IMPRESSION



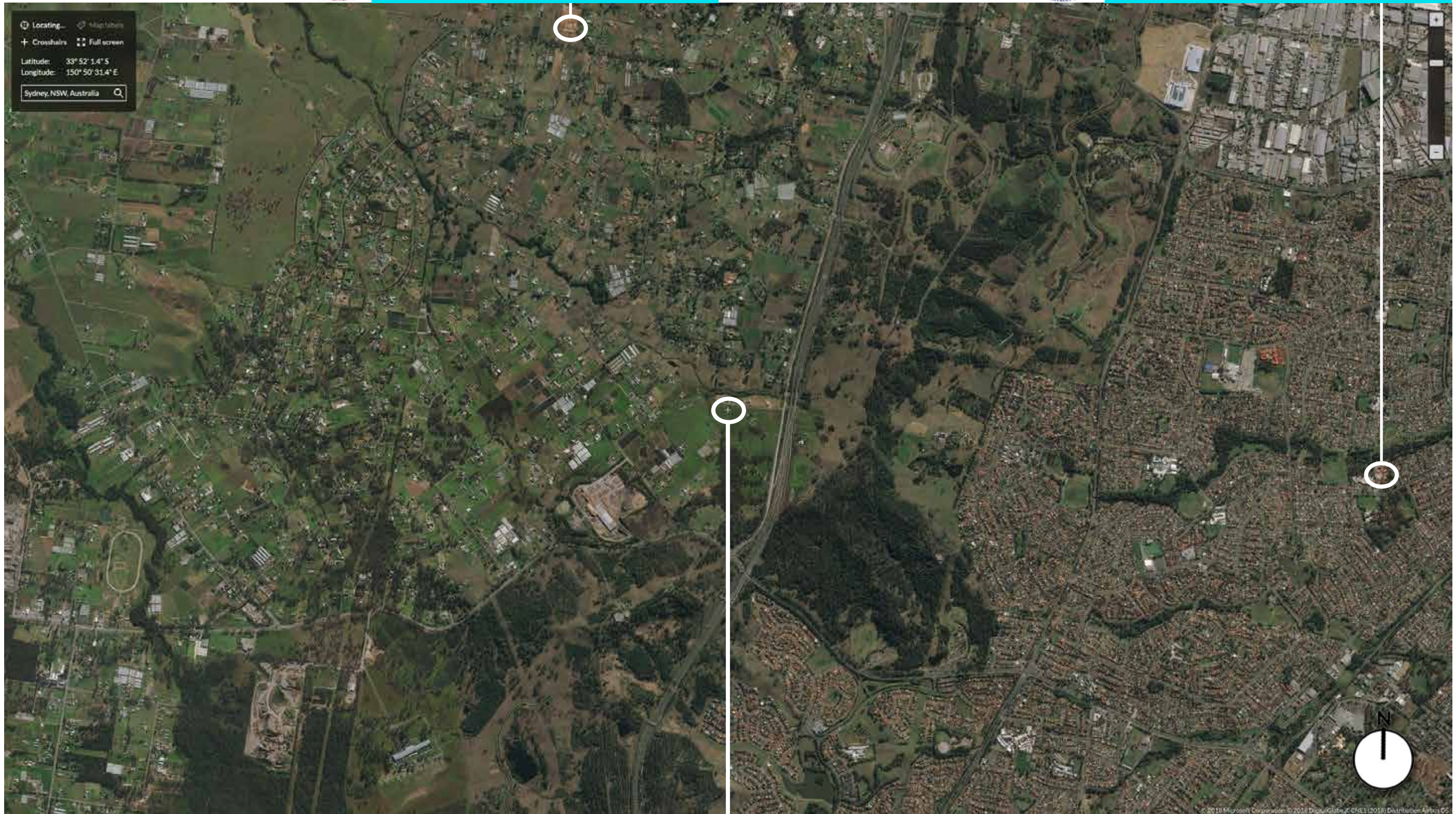
THREE SCHOOLS - TWO PRIMARY SCHOOLS LEADING TO ONE HIGH SCHOOL COLLEGE



St Narsai Assyrian College



St Hurmizd Primary School



Saints Peter and Paul Assyrian Primary School



ܩܕܝܫܐ ܩܝܡܬܐ ܕܡܪܝܬܐ ܕܡܪܝܬܐ ܕܡܪܝܬܐ ܕܡܪܝܬܐ
HOLY APOSTOLIC CATHOLIC ASSYRIAN CHURCH OF THE EAST
Archdiocese of Australia, New Zealand and Lebanon

SITE LOCATION PLAN



THE SITE & CONTEXT



Proposed site looking west from the top of the site towards the riparian zone at the lowest level of the site - approximate boundary indicated by dotted red line

Proposed site looking west from the top of the site towards the north-west corner and the neighbouring Parish Church



Approaching along Kosovich Place, looking west. Proposed site to left of image, behind black fence.



The site is located within a semi-rural area of far western Sydney (zoned RU4 Primary Production Small Lots). It is outside the current suburban growth area on the western edge of the M7 Motorway.

The landscape consists of rolling hills and creek lines, largely cleared for market gardening and stock grazing.

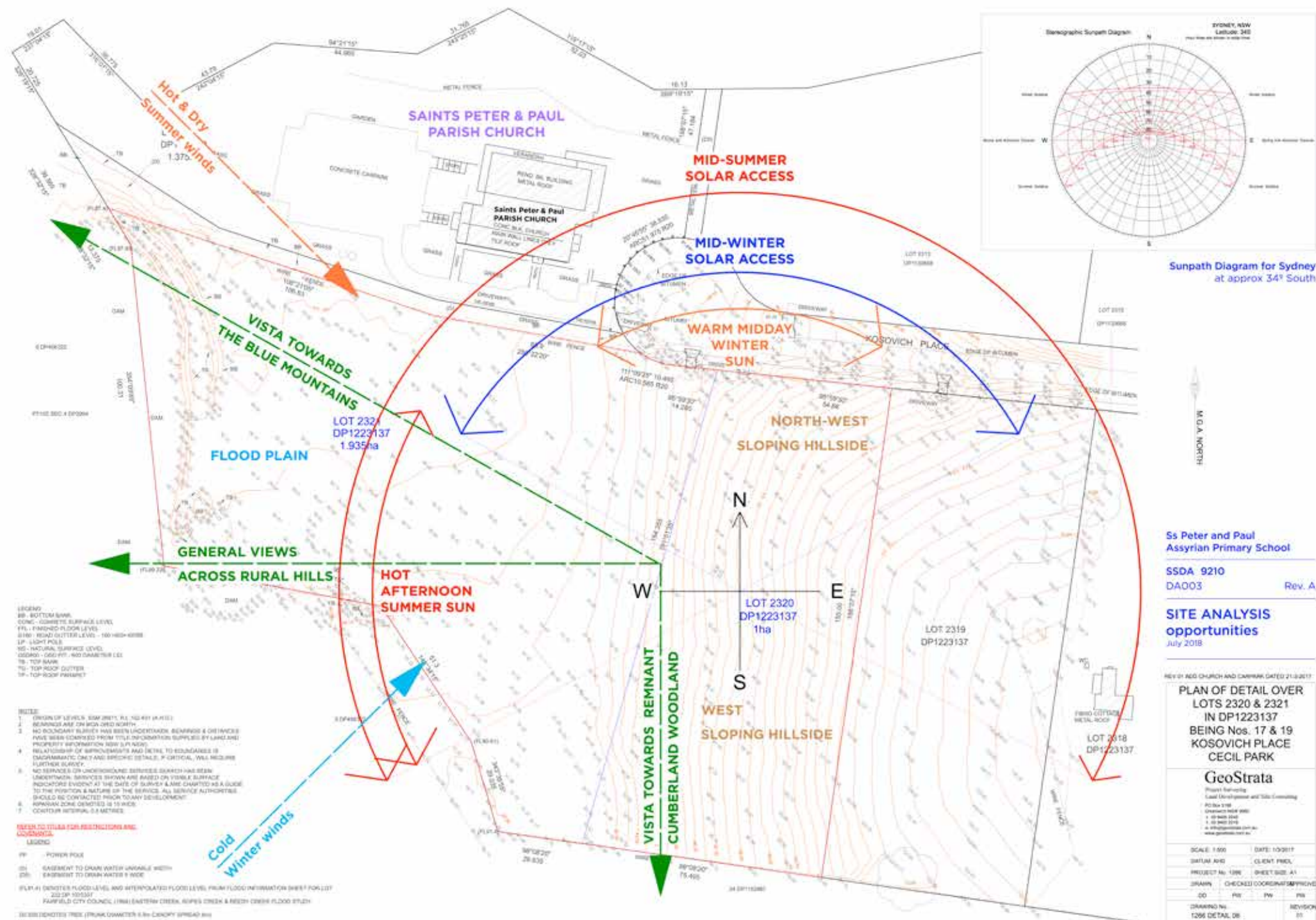
The site was created by the relatively recent subdivision of a former market garden. Future further subdivisions for suburban growth are anticipated.

The population in the suburbs to the east and south-east are growing rapidly with an extraordinarily diverse cultural background, including Assyrians as immigrants and refugees.

The proposed Western Sydney Airport at Badgerys Creek is approximately 10km to the west of the site, and an associated M12 Motorway connecting it to the existing M7 is proposed to the south of the site.

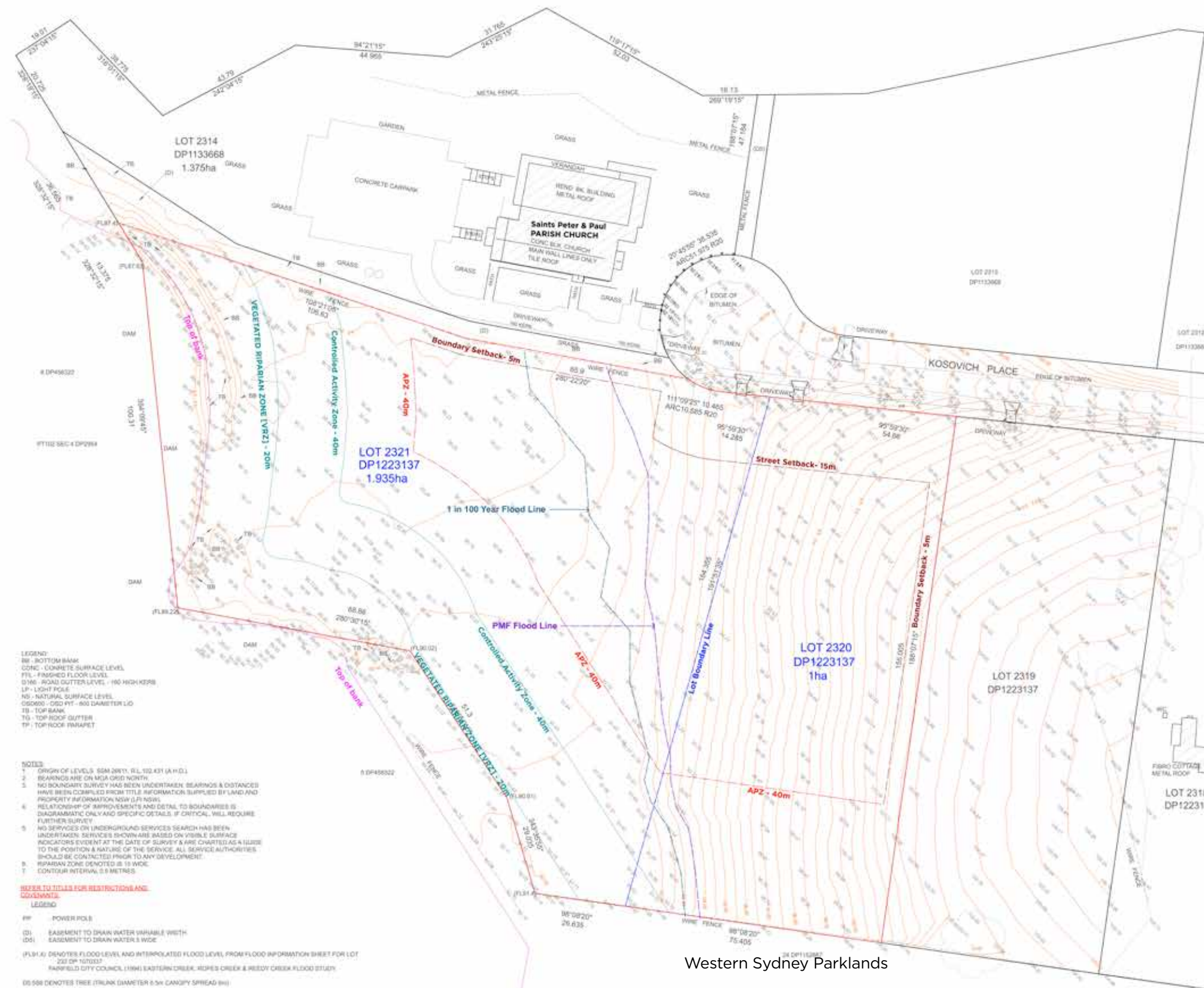
Kosovich Place is a local, no-through-road with its turning bulb immediately in front of the site with entrances to the subdivision across the road and the Saints Peter & Paul Parish Church (*visible to the right hand side of the site photos adjacent*).

SITE ANALYSIS - OPPORTUNITIES



- The site occupies two Lots (2320 + 2321) and together they create 2.935 hectares of land area.
- It benefits from clear solar access with no overshadowing or privacy/overlooking issues generally.
- The site's street frontage is to the north which is also a long boundary dimension.
- The much shorter southern boundary adjoins Western Sydney Parklands - an unmanaged grassland leading to a small area of remnant, Cumberland shale woodland.
- To the east is the top of the hill with managed grassland leading to the neighbouring home of the original market garden that has been subdivided to create the project site.
- To the western boundary is a denuded riparian corridor with an un-named tributary creek leading to Ropes Creek to the north-north-west. A small (un-managed) dam is located in the north-western corner of the site but is shared with a neighbour and a riparian corridor.
- A vista to the Blue Mountains to the north-west can be enjoyed from the higher eastern area of the site as well as views to the surrounding semi-rural agricultural landscape to the west more generally.
- A view to the remnant, Cumberland shale woodland is available to the south of the site.
- The Saints Peter & Paul Parish Church is the nearest neighbour with whom the site shares its northern boundary beyond the street frontage of Kosovich Place. An opportunity exists to respond to and respect the religious nature of this neighbour as it aligns with the school's Vision and Values.
- No other adjacent land is currently used as anything other than grazing or market gardening/unmanaged grassland.

SITE ANALYSIS - CONSTRAINTS



Western Sydney Parklands

- 20m Vegetated Riparian Zone (VRZ) and 40m Controlled Activity Zone, set from 'Top of bank' of the existing watercourse.
- 15m street setback and 5m side boundary setback, set by Fairfield City Council (FCC) Development Control Plan (DCP).
- 40m Asset Protection Zone (APZ) to southern boundary and from the 20m limit of the VRZ, set by the NSW Rural Fire Service.
- Probable Maximum Flood (PMF) and 1:100 year flood lines based on FCC's current Flood Model.
- 9.0m / 2-storey height limit across site, set by FCC Local Environment Plan (LEP) 2013.

Ss Peter and Paul
Assyrian Primary School

SSDA 9210
DA002

Rev. A

**SITE SURVEY
with Boundaries,
Setbacks and
Controlled Zone**

July 2018

REV 01 ADD CHURCH AND CARPARK DATED 25-3-2017

**PLAN OF DETAIL OVER
LOTS 2320 & 2321
IN DP1223137
BEING Nos. 17 & 19
KOSOVICH PLACE
CECIL PARK**

GeoStrata

Project Surveying
Land Development and Etc Consulting
PO Box 8198
Geelong VIC 3220
T: 03 9405 2042
F: 03 9405 2016
e: info@geostrata.com.au
www.geostrata.com.au

SCALE: 1:500	DATE: 13/09/17
DATUM: AHD	CLIENT: PMCC
PROJECT No: 1286	SHEET SIZE: A1
DRAWN: [initials]	CHECKED: COORDINATED: [initials]
DO: [initials]	PW: [initials]
DRAWING No: 1286 DETAIL 06	REVISION: 01

DETAILED SITE AND CONTEXT ANALYSIS

Site Location

Located in Cecil Park, beyond the current western fringe of suburban Sydney, the site for this project lies towards the end of a rural access road, Kosovich Place. This cul-de-sac currently provides vehicular access to three rural homes and a subdivision offering future housing opportunities for a further 4 homes. Accessed from the turning bulb of Kosovich Place is Saints Peter and Paul Parish Church, owned by the proponents of the proposed Primary School. This proposal does not currently intend to unify these sites, although there may be a benefit to do so at some stage in the future.

Street trees have been planted along the verges of Kosovich Place, which is not 'kerbed and guttered' and is approximately 6.5m wide, allowing two cars to pass each other. Overhead electricity cables run down the southern side of Kosovich Place.

Access to Kosovich Place (which is approximately 350m in length with a 50km/hr speed limit) is at its eastern end, directly off Wallgrove Road, between The Horsley Drive in the north and Elizabeth Drive in the south. Wallgrove Road is an arterial road (with an 80km/hr speed limit) running parallel to the M7 Motorway.

Context

The site and the neighbouring lots were all part of a former market garden owned by Mr and Mrs Kosovich, who have subdivided and sold off 5 of the 10 Lots. Three of these lots have been bought by the proponents of this primary school, one is occupied by the Parish Church and the remaining two are the subject of this SSDA.

The two lots (2320 and 2321 DP 1223137) forming the proposed school site are completely denuded of native vegetation, consisting entirely of unmanaged grassland.

The existing two Lots available for the proposed school have a number of issues that required both technical and creative responses in an integrated manner. The majority of Lot 2320 is above the 1:100 year and PMF zones whilst the opposite applies to Lot 2321. Both Lots are subject to 40.0m

Asset Protection Zones (APZ) from the southern boundary and Lot 2321 has a 40.0m APZ based on the riparian zone along the western boundary. These setbacks are based on the specialist Bushfire Consultant's investigations and advice. The FCC LEP 2013 sets a 9.0m height limit across the site and the DCP recommends a 15.0m street setback with 5.0m boundary setbacks to all adjacent properties. Along the western boundary of the site there is a tributary creek (which includes a small dam) flowing north-west to join Ropes Creek. This triggers a 20.0m Vegetated Riparian Zone (VRZ) along the western boundary and a 40m Controlled Activity Zone.

Lot 24 DP1152887, located to the south of the site, is land owned by the 'Western Sydney Parklands Trust', who have stated in a consultation meeting with the Architect for this SSDA, that they have no plans to maintain this very lightly vegetated, former grazing land. To the south of this Lot, the same owner has land that includes a remnant Cumberland Shale Woodland area (Lot 25 DP 2945). This woodland may regenerate naturally across the former grazing land adjacent to the proposed school, increasing the risk of bushfires and thus creating the 40.0m APZ along this boundary.

Infrastructure

Infrastructure is lacking in this local neighbourhood, with only mains water and electricity currently available on site. This remains the situation in the foreseeable future, according to the advice of the relevant consultants.

In response, the project will incorporate its own on-site, wastewater management / Sewer Treatment Plant, an upgraded electricity supply including a pad-mount substation, a hydrant booster with diesel pump to increase the pressure of the mains water supply for on-site Fire Hydrants and introduce NBN fibre-to-the-premises service. The aim is to ensure that the school is not impinging on the local infrastructure and is self-sufficient.

In addition to these infrastructure proposals, this SSDA includes a proposal to widen Kosovich Place to enable public buses to service the school and share the existing route to the associated High

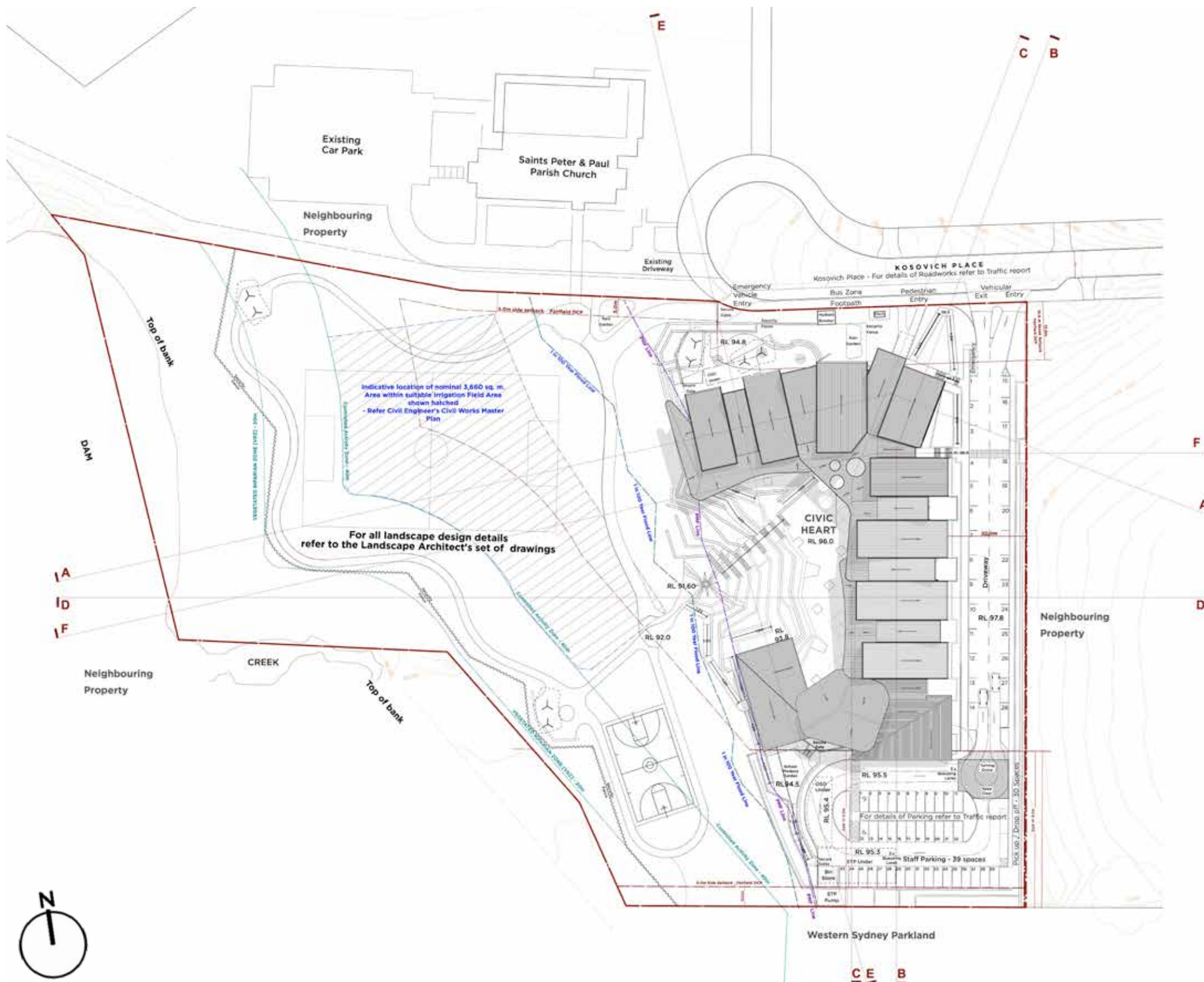
School (St Narsai Assyrian College, Horsley Park), which this proposed primary school will 'feed'.

Rainwater will be harvested on site for reuse to irrigate the landscaped areas around the buildings and stormwater will be managed on site with OSD tanks and bio-basins (rain gardens) incorporated into the landscape architect's design and the civil engineering works in association with the flood management proposals.

Conclusion

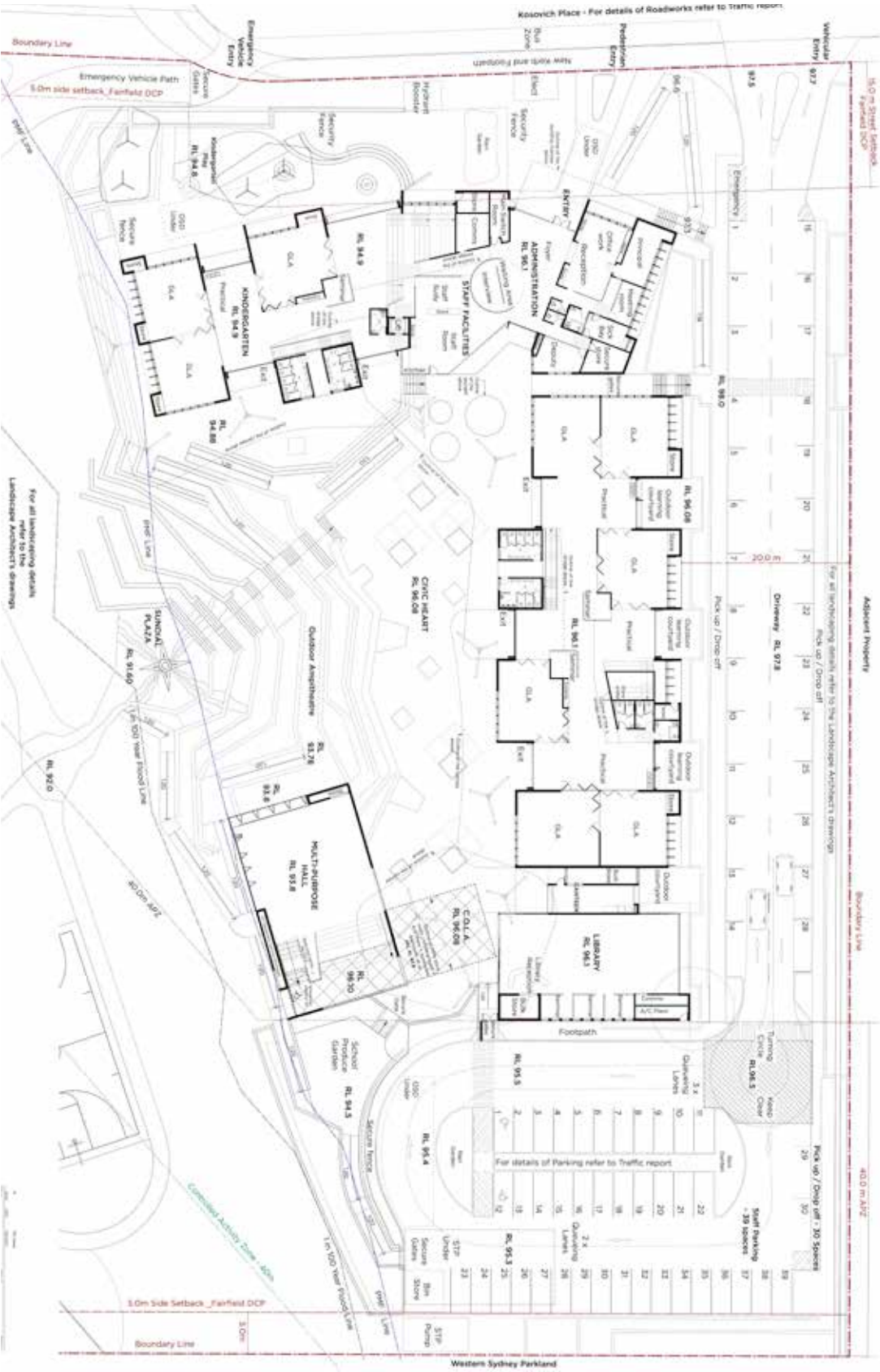
The project site presents many environmental and infrastructure challenges for which, through detailed consultation and careful design, solutions have been integrated into the Masterplanned project for this new Primary School.

This then offers a fully resolved response and a fitting environment which aims to support the education of young children through exploration, learning and play within a spacious, community-minded and regenerated, natural environment.



Finally, the 'Civic Heart' is at the centre of the project; the community space, embraced by the buildings and the landscape, it is the focus of the design.

FLOOR PLANS

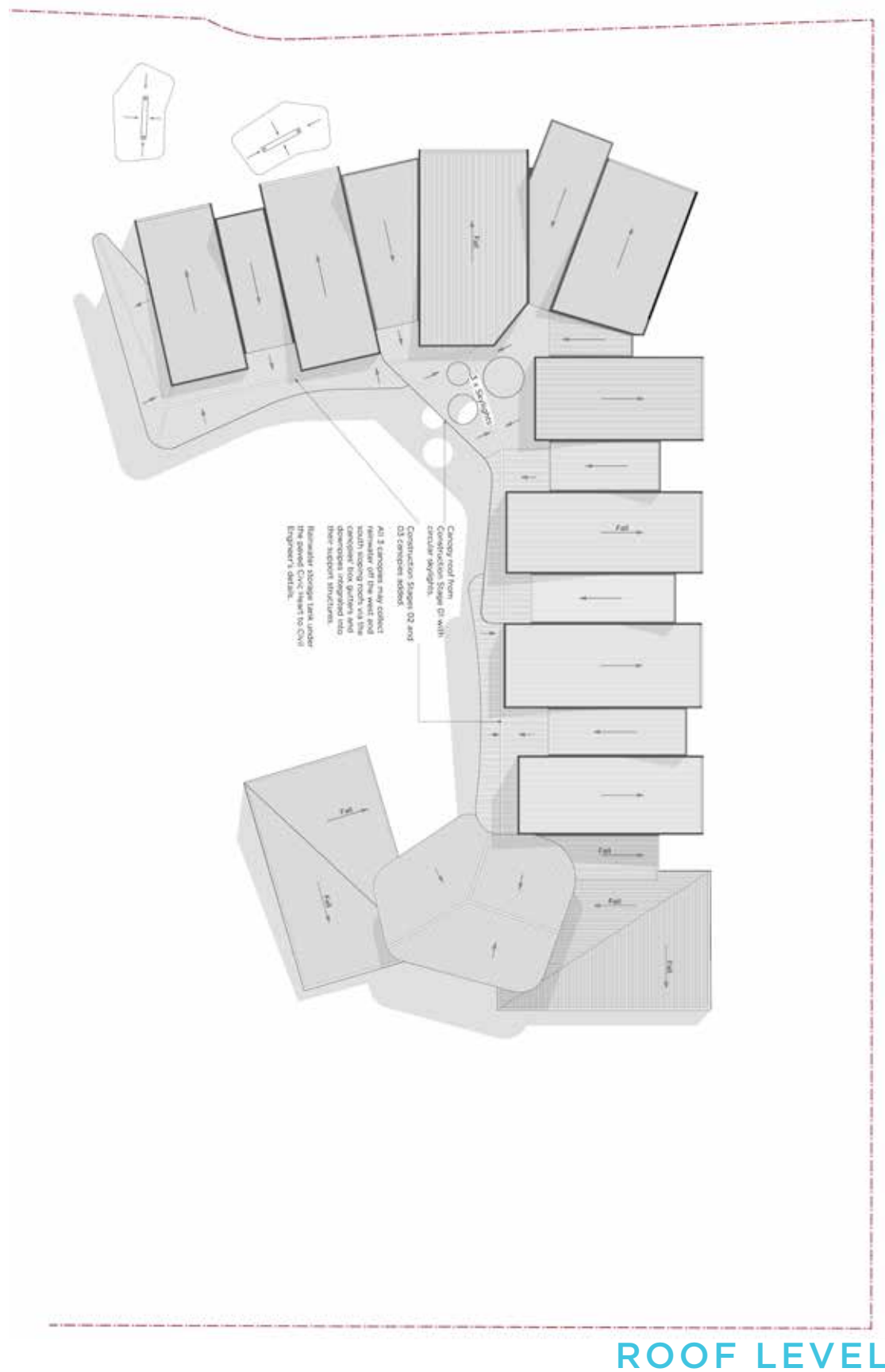


GROUND FLOOR LEVEL



FIRST FLOOR LEVEL

ROOF PLAN



ROOF DESIGN AND RAINWATER HARVESTING:

The roof design clearly relates to the modular nature of the project whilst also responding to the need for the buildings to be built in up to five separate construction stages.

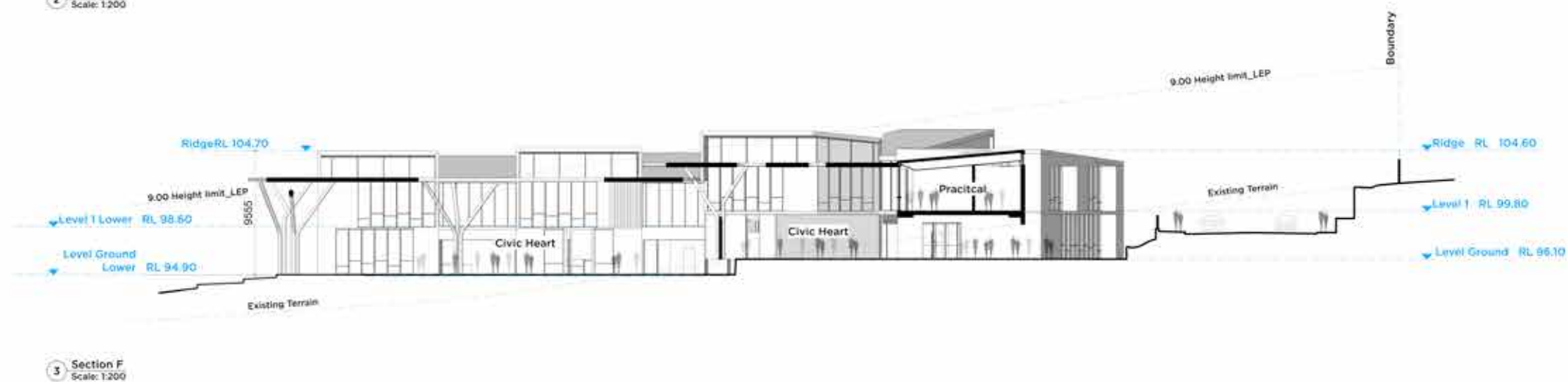
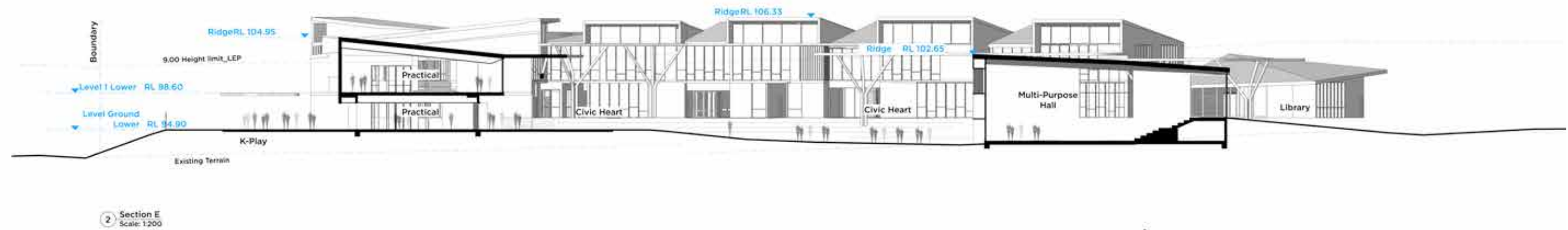
The canopy (verandah) around the edge of the Civic Heart has been designed as a rainwater collection system. It has been segmented into three separate yet integrated elements, relating to the construction staging of this aspect of the project. It collects all the rainwater from the south and west sloping roofs of the GLA Blocks as well as the rainwater from its own area.

The structural supports of this canopy roof include downpipes which then collect the water in a rainwater tank under the hard-paved area of the Civic Heart. This water will be used to irrigate the planting near and around the buildings only.

Three circular skylights increase daylight into the focal corner where the School Entry delivers people into the Civic Heart. This generous, covered outdoor space is proposed to be where the School Principal, Staff and Invited Guests stand to speak to the whole school for assemblies and other whole-school, outdoor gatherings and special community events.

Downpipes along the north and east façades will collect rainwater into the OSD stormwater tanks for slow release into the groundwater system.

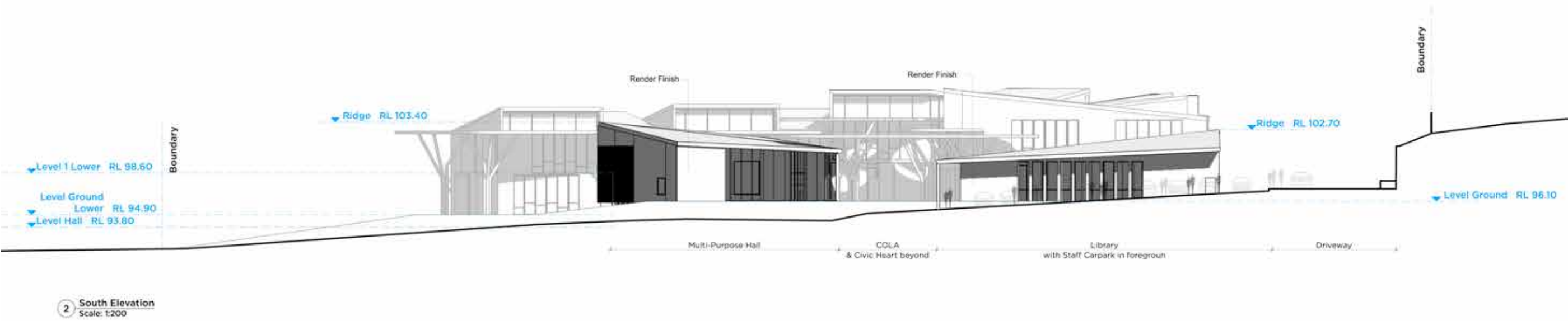
SITE AND BUILDING CROSS SECTIONS



SITE AND BUILDING LONGITUDINAL SECTIONS



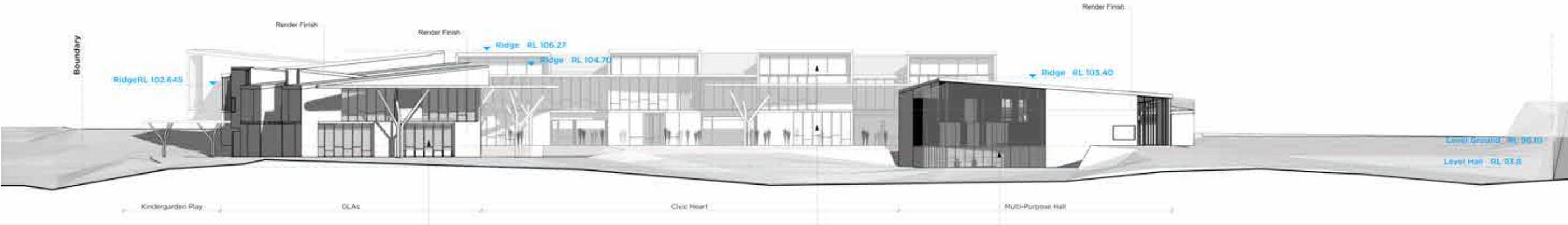
SITE ELEVATIONS - NORTH & SOUTH



SITE ELEVATIONS - EAST & WEST



1 East Elevation
Scale: 1:200



2 West Elevation
Scale: 1:200

DESIGN QUALITY, BUILT FORM & URBAN DESIGN

Overall Site Layout / Masterplan - The proposed school design sits high on its Lot, above the 1:100 year and Probable Maximum Flood (PMF) zones. It sits into the hillside whilst maintaining the 'hill' in the overall landscape by using terraced landscaping elements and earth banks to transition from the school's bench level to the active play areas at the lower level.

The buildings wrap around the 'Civic Heart' of the school which itself is open to the westerly vista. This central outdoor area links all elements of the school on a single level and offers both covered and open play and learning areas. The vehicular entrance is above the school, with the extensive Kiss and Ride and Staff Carparking areas tucked into the hillside and away from the children's outdoor play areas.

The upper level of the learning areas will enjoy uninterrupted views to the west with the Blue Mountains beyond. There is a strong axial relationship with the local Parish Church adjacent to the site and the view out from the Multi-purpose Hall is focussed on this church.

Landscaping elements reinforce this important relationship, whilst also creating outdoor learning opportunities and restoring ecological habitats and ecosystems including throughout the riparian corridor along the western boundary of the school.

The main entrance to the school is pointed slightly up towards the arriving students, staff and visitors as they proceed down Kosovich Place. It creates a sense of welcome and is easily identified as the principal entrance to the school via the Reception. This offers security management over the entire school grounds.

Secondary arrival and departure routes are available to students at morning drop-off and pick-up times as well as Staff connecting to their carpark to the rear of the school. These gates are only open at school arrival and departure times and are secured at all other times, requiring all visitors to enter via the school's principal Entrance.

Staged Construction - The project will be constructed in stages, including an initial stage on Lot 2320, simultaneously to the decontamination

of Lot 2321. The design of the buildings responds positively to this construction process where the stages can be added as and when necessary (in response to the future growth of pupil enrolments) whilst never appearing to be incomplete.

Design - This 'modular' design approach has other benefits, including speed of construction and a modulating façade, expressing the year groups, multiple entrances and individual facilities of the completed school.

The alternating, mono-pitched roofs of the GLA building create a distinctive skyline whilst maximising the natural ventilation and daylight opportunities for all the learning areas.

The Library and Multi-purpose Hall also have distinctive, sloping-diagonal-ridged, gable roofs also responding to natural ventilation, daylight access and views.

The overall form only reveals itself to those who arrive in the 'Civic Heart' of the school, from where the whole project is clearly expressed and all facilities are identifiable and accessible. This is also the point from where the views to the west are offered and access to the lower play areas is available. The street façade intentionally holds back this full access, in order to create a sense of arrival only upon gaining full access to the school's 'heart'.

The material palette for the school is intentionally understated. The school design is focussed on the community that it supports, the learning opportunities on offer and the 'green oasis' that it creates for the largely immigrant and often refugee children it supports. Light-coloured brickwork, alternating with light-coloured rendered walls reflect the daylight and offer a robust and long-lasting, low-maintenance, exterior building envelope. The large glazed areas are appropriately protected on the north, east and west façades, incorporating high-thermal-performance double-glazing and dark-coloured, aluminium frames.

Aesthetic - The overall aesthetic is to create a simple and contemporary appearance which is unpretentious and humble within its lavishly landscaped environment. Offering large areas of

green, open space is a primary design aim of this project, for the nurturing of the young children who will develop and grow in this 'green oasis'. This is in contrast to the living environment of many of the families whose young children will commute from the dense, suburban areas of western Sydney.

Height - The largely two-storey project aims to stay under the LEP's 9.0m height limit, but due to the nature of the sloping site and the need to maintain level access to all school facilities, the roofs have pushed through this limit in the downhill area. In response to the GA NSW consultation recommendation, the offending area was lowered by 1.2m (approximately half a floor level). This worked well to also create a degree of separation for the Kindergarten children's zone. The roof area that breaks the height limit in no way overshadows or overlooks any neighbouring properties and does not create any streetscape scale concerns.

Bulk and scale - The proposed school has a condensed footprint on the site in response to the constraints of flood lines, APZs, and the street setback. However, this has the benefit of releasing the bulk of the site to outdoor learning, passive and active play areas. The scale is in keeping with the 2-storey design principle as set out in the DCP. By being located on the downhill slope at the bottom of Kosovich Place, future neighbours will be able to look over the top of the school and see the proposed 'green oasis' of the whole site whilst maintaining their view across the rural rolling hills and the Blue Mountains beyond.

Setbacks - Particular attention has been paid to the setbacks on this site as determined by the Bushfire Protection Assessment Report, Flood Management Assessment and the Fairfield City Council's (FCC) LEP and DCP. These constraints have largely determined the condensed footprint of the proposed scheme along with the views towards the west and the Blue Mountains.

Streetscape - The design anticipates the likely future development of this remnant rural area on the edge of metropolitan, western Sydney. Future suburban development is inevitable and the school will provide a keystone element of the social infrastructure that such future development will require. It's contemporary, yet unassuming

design aims to sit comfortably amongst its restored natural environment and this future development.

Integrated Services - A key design principle for this school is to integrate the services into the overall design as far as possible. This has involved a strong, collaborative design process with the many consultants at an early stage of the process. Preceding their input, an ESD Workshop was initiated by the Sustainability Consultants to which all Design Team members were invited. This offered all consultants the opportunity to contribute their best ideas for a school of this scale in its specific local environment based on the vast experience of all those present. This included the Civil, Structural, Electrical, Mechanical and Hydraulic Engineers as well as the Landscape Architect and Architect. The workshop used the 10 guiding principles of the 'One Planet Living'* international framework, including:

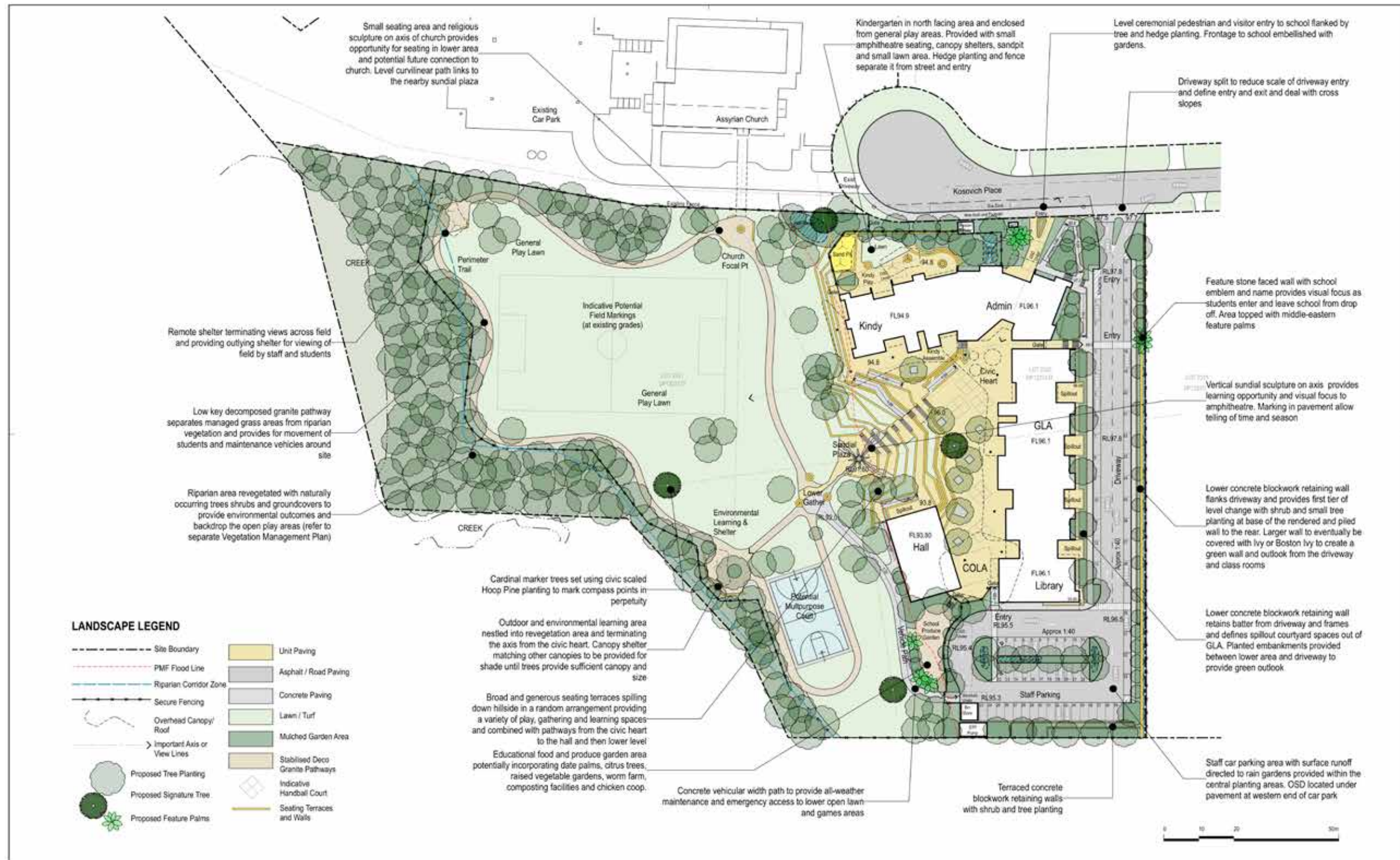
*Health and happiness;
Equity and local economy;
Culture and community;
Land use and wildlife;
Sustainable water;
Local and sustainable food;
Sustainable materials;
Sustainable transport;
Zero waste; and
Zero carbon.*

In essence, a sustainable, cost-efficient and simple approach to the services design was encouraged with a focus on improving learning outcomes. This approach generated a positive outcome where, in particular, electrical, mechanical, hydraulic and civil works have been successfully incorporated into the design of the buildings and the overall site. Interior acoustic design will be a focus for the detailed design stage of this project.

In addition, the Landscape Architect embraced this holistic and integrated approach wholeheartedly, providing a number of initiatives which will significantly add to the overall success of the school as a place for young children to explore, grow, learn and play safely and happily.

* <http://bioregional.com.au/oneplanetliving>

LANDSCAPE ARCHITECT'S CONCEPT DESIGN



ARTERRA DESIGN PTY LTD
SUITE 402 / 51 RABOON STREET, EPPING, NSW 2121
P 02 9957 2466 F 02 9957 2917 W ARTERRA.COM.AU

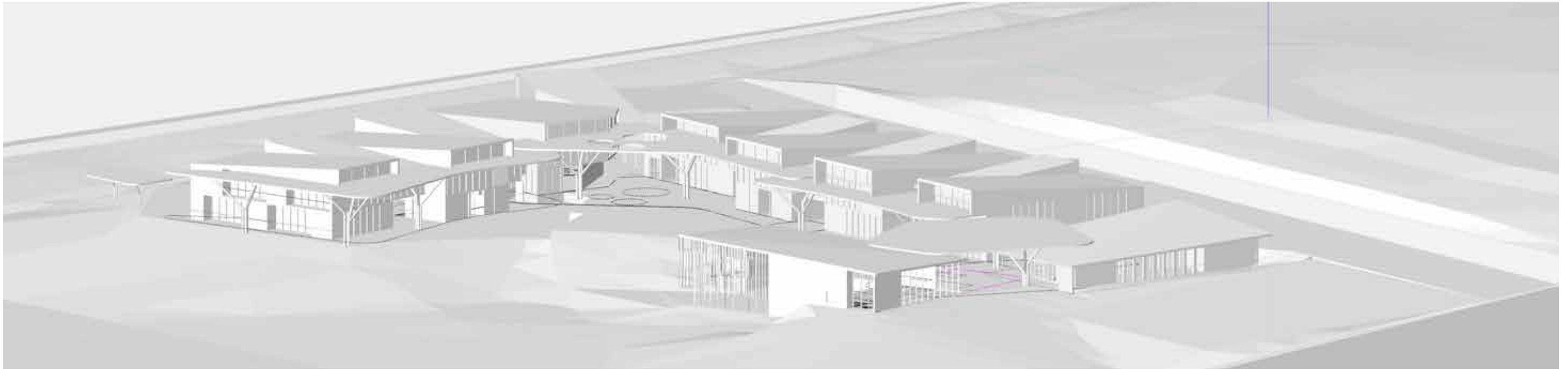
Sts Peter and Paul Assyrian Primary School

Arterra Schools Ltd

Landscape Master Plan

Project No: 18-09
Design: RWS/CSO
Drawn: RWS
Scale: 1:500 @ A1 / 1:1000 @ A3
North
LSD-01
A

MASSING MODEL VIEWS

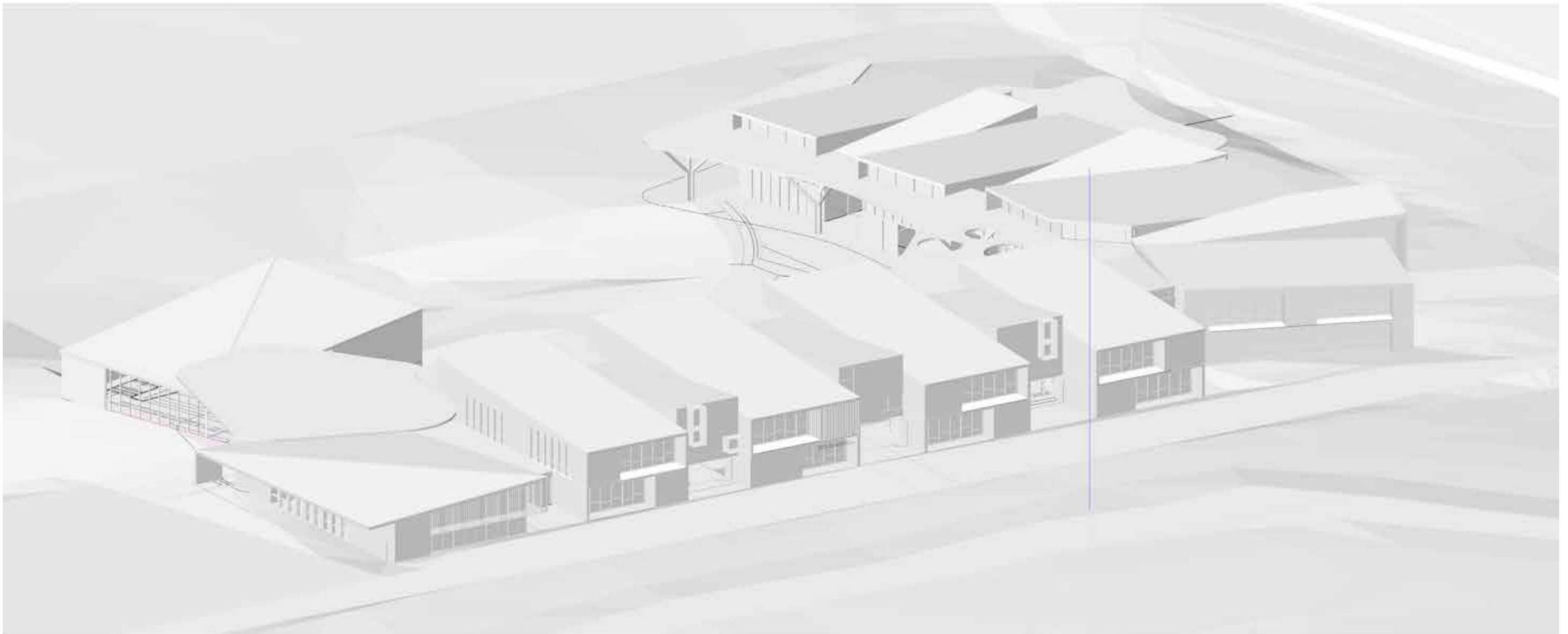


VIEW FROM SOUTH-WEST



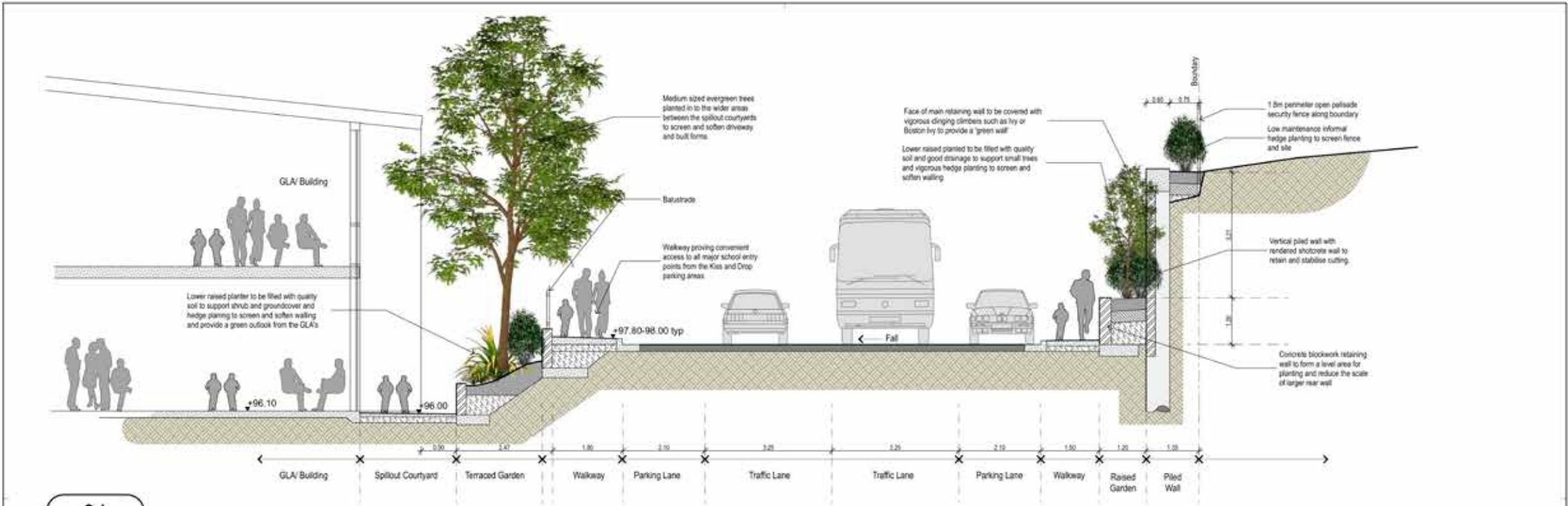
VIEW FROM NORTH-EAST

MASSING MODEL VIEW



VIEW FROM SOUTH-EAST

DRIVEWAY AND KISS & DROP ZONE



01

Typical Section Through Driveway

Scale 1:50 @ A1, 1:100 @ A3



Perspective View Along Driveway Looking South



Perspective View Along Driveway Looking North From Staff Carpark

INTERIOR PERSPECTIVE - ARTIST'S IMPRESSION



EXTERIOR PERSPECTIVE - MATERIALITY - ARTIST'S IMPRESSION



- Material Palette**
- 01 Render Finish
GLA blocks, gutter and exterior facade (Duke Meier)
 - 02 Dark Door & Window Frames
Windows doors and internal glassed partitions
 - 03 Light Brickwork
Practical blocks, between GLA blocks
 - 04 Timber Finish
Administration, GLAs and Practical areas on the ground floor

VIEW SOUTH INTO THE CIVIC HEART - ARTIST'S IMPRESSION



VIEW NORTH FROM CARPARK ALONG DRIVEWAY & EASTERN BOUNDARY - ARTIST'S IMPRESSION



VIEW NORTH OVER MULTI-SPORTS COURT - ARTIST'S IMPRESSION



VIEW EAST FROM LIBRARY - ARTIST'S IMPRESSION



SOCCER PITCH: VIEW TOWARDS SCHOOL - ARTIST'S IMPRESSION



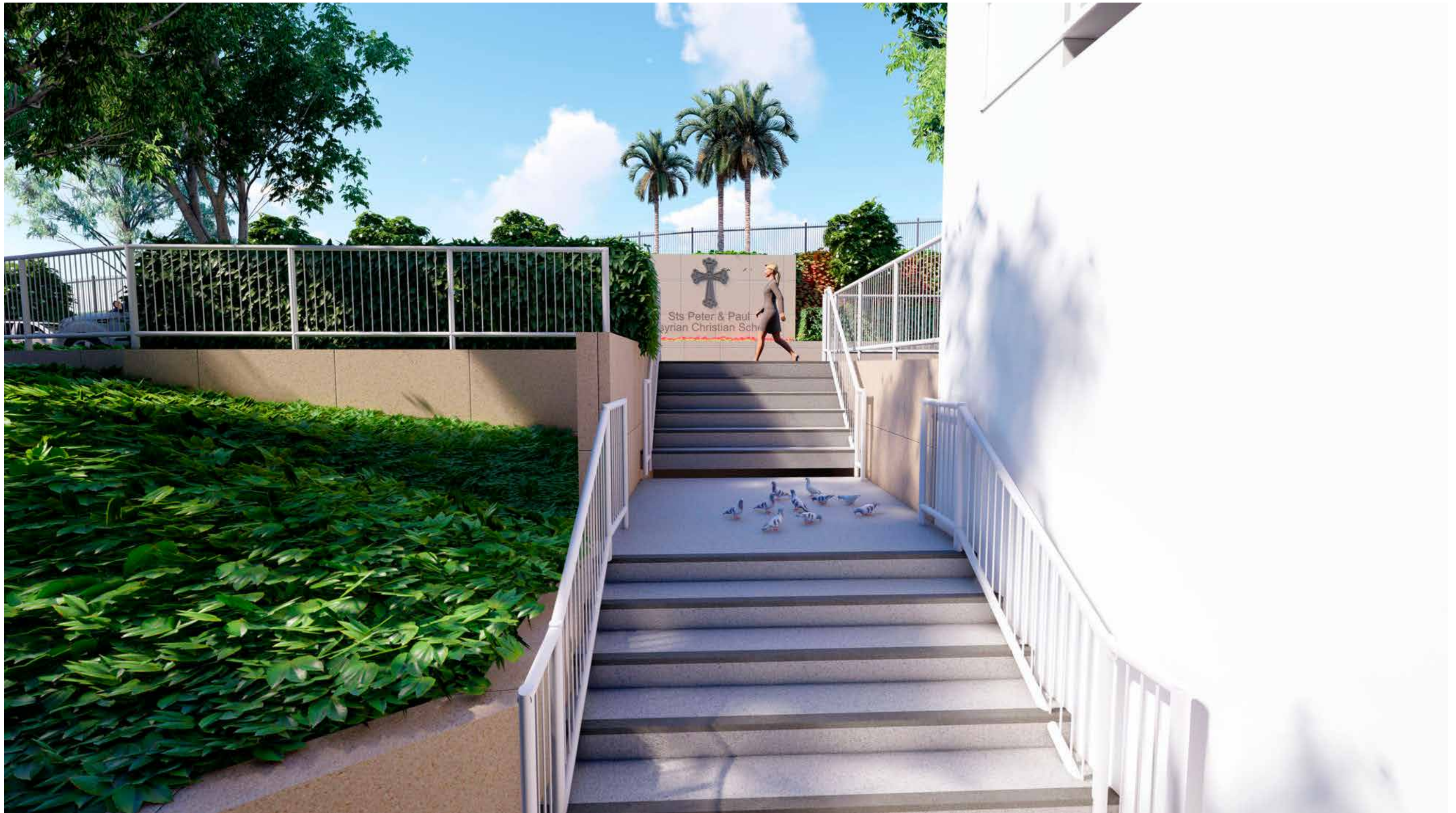
VIEW WEST INTO KINDERGARTEN PLAY AREA - ARTIST'S IMPRESSION



VIEW EAST FROM COVERED KINDERGARTEN SAND PIT - ARTIST'S IMPRESSION



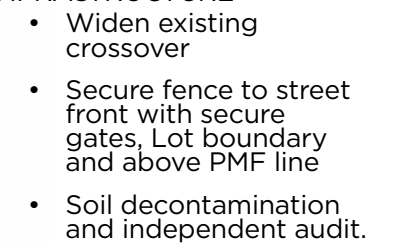
VIEW EAST TOWARDS KISS & DROP AND DRIVEWAY - ARTIST'S IMPRESSION



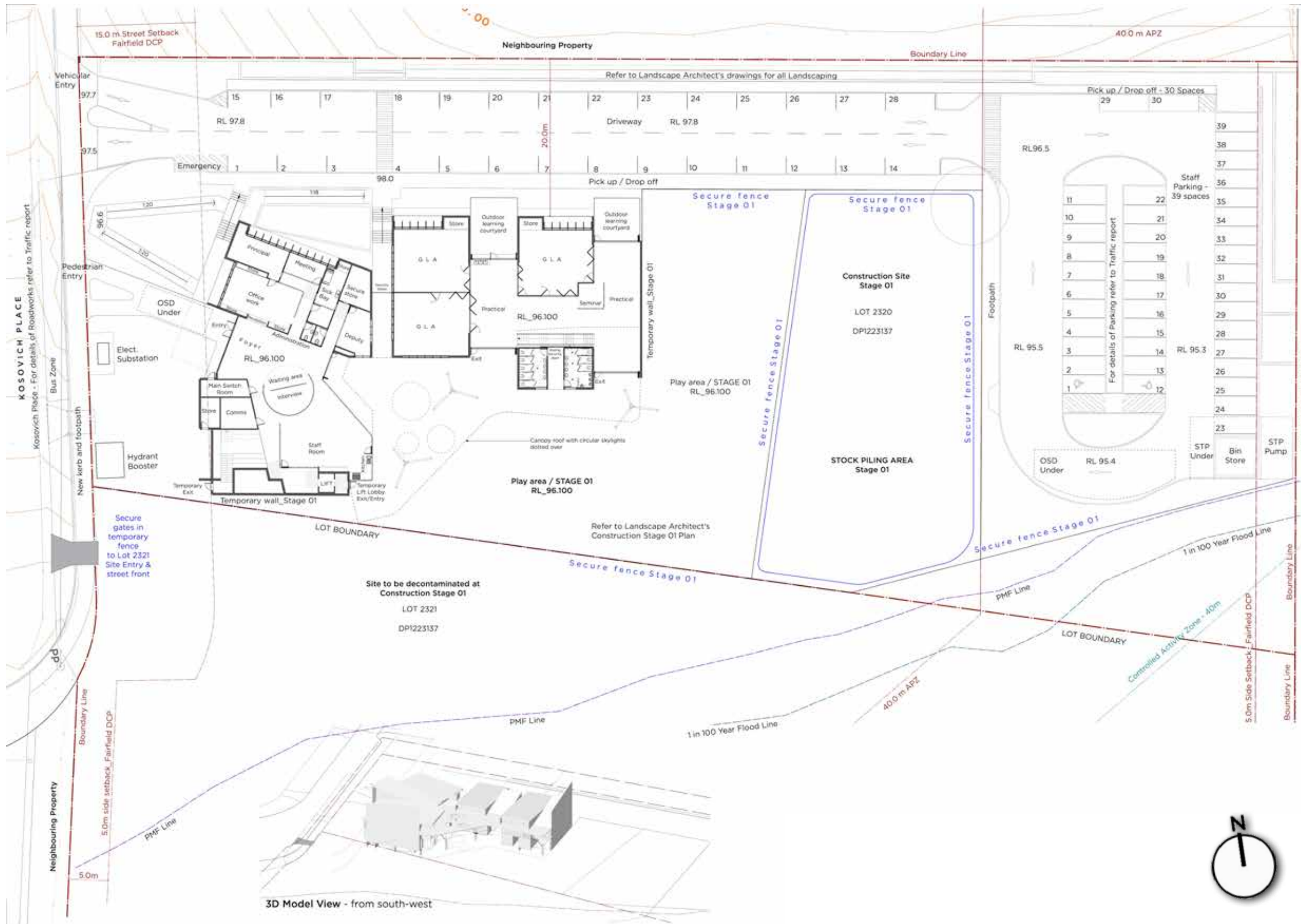
VIEW TOWARDS 'SUNDIAL PLAZA' FROM CIVIC HEART - ARTIST'S IMPRESSION







CONSTRUCTION STAGE 01 - GROUND FLOOR PLAN

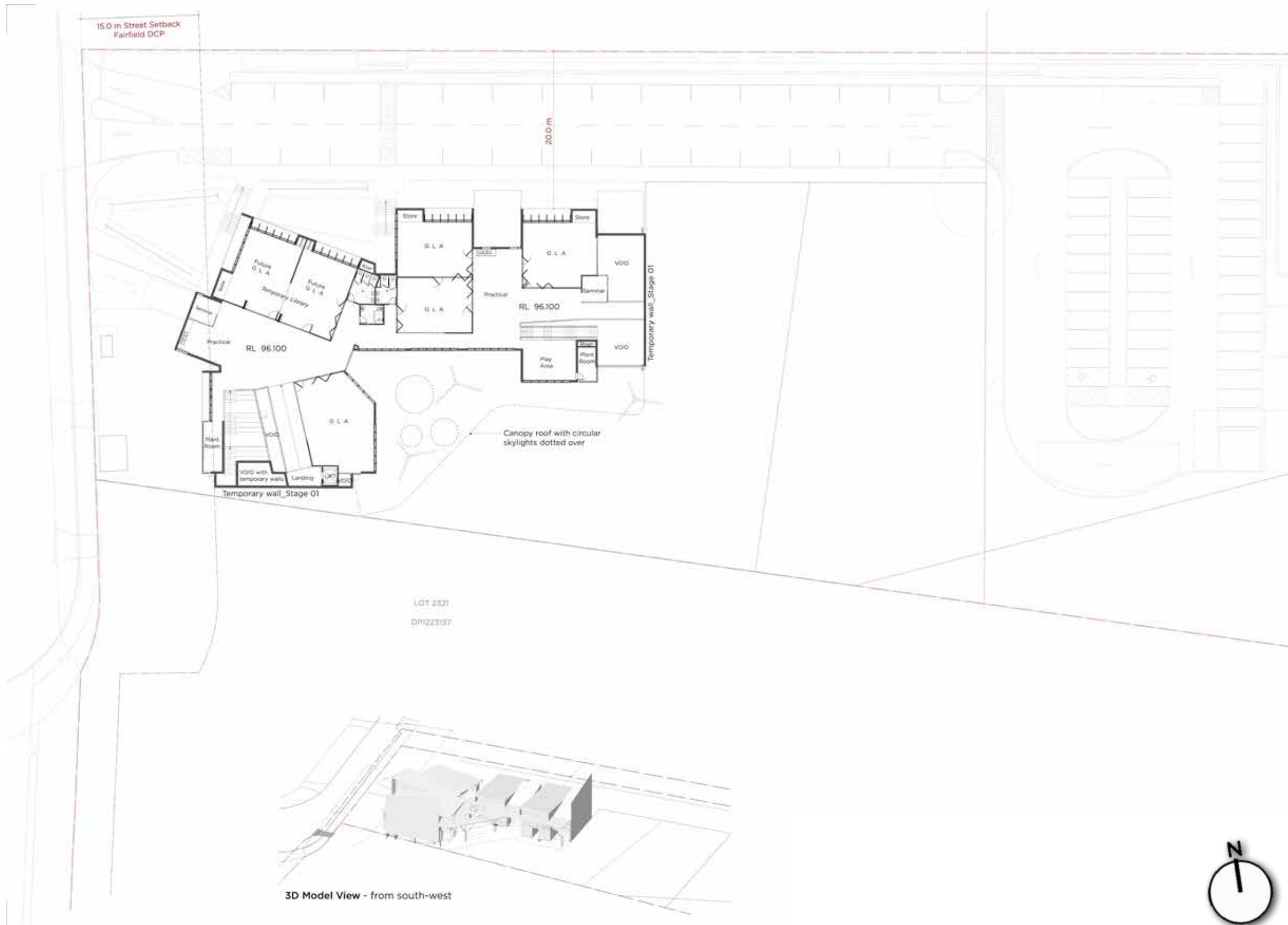


SUMMARY of Staged Facilities

Construction Stage 01: Ground Floor -

- Administration and Staff
- Lift
- Sickbay
- 3 x GLAs
- 2 x shared Practical areas
- 1 x shared Seminar room
- Toilets
- MSB & Comms
- Landscaping to eastern and southern boundaries.

CONSTRUCTION STAGE 01 - FIRST FLOOR PLAN

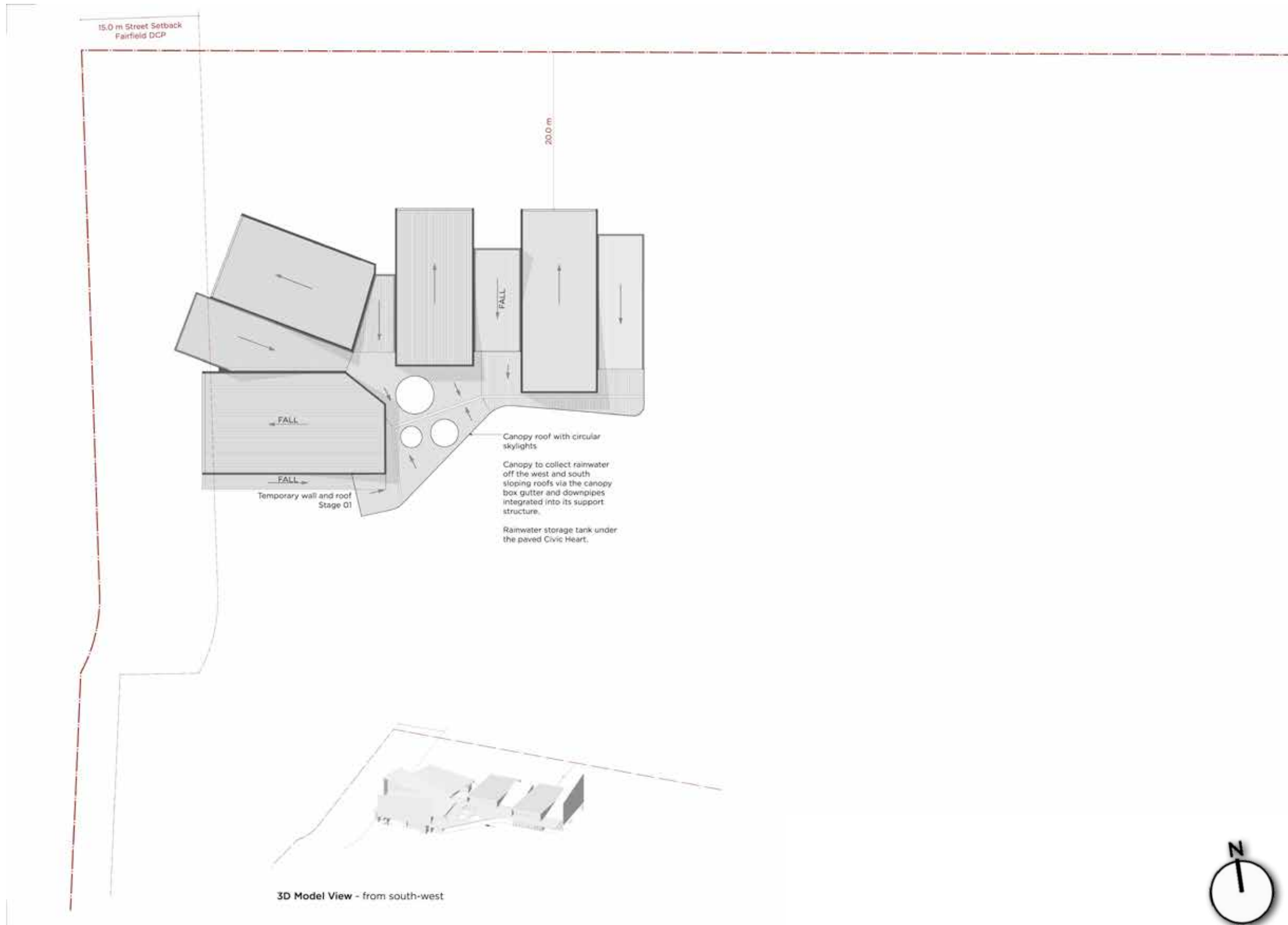


SUMMARY of Staged Facilities

Construction Stage 01:
First Floor -

- 6 x GLAs (2 used as temporary Library)
- 2 x shared Practical areas
- 2 x shared Seminar rooms
- Shared Play Area
- Toilets
- Lift
- 2 means of escape/accommodation stairs.

CONSTRUCTION STAGE 01 - ROOF PLAN



SUMMARY of Staged Facilities

Construction Stage 01:
Roof -

- Alternating, mono-pitched roofs
- Canopy roof with skylights and Rainwater collection system.

DESIGN OBJECTIVES

Better Fit

Contextual, local and of it's place. Context, built form and landscape.

The site is located within a semi-rural area of far western Sydney. It is outside the current suburban growth area on the western edge of the M7 Motorway. The landscape consists of rolling hills and creek lines, largely cleared for market gardening and stock grazing.

The site was created by the relatively recent subdivision of a former market garden. Future further subdivisions for suburban growth are anticipated. The population in the suburbs to the east and south-east are growing rapidly with an extraordinarily diverse cultural background. The only immediate, existing neighbour is the Parish Church to the north.

An Aboriginal Cultural Heritage Assessment Report (ACHAR) has been commissioned. The ACHAR may reveal cultural information which could be incorporated into a display in the main entrance foyer of the school, if appropriate and approved by the elders of the local aboriginal community.

A display describing the pre-colonial history and Aboriginal Cultural Heritage of the original inhabitants of this area (part of the Country of the inland Darug people) could also contribute to this display.

Interpretative displays along the perimeter path around the flood plain may display Darug dreamtime stories, cultural motifs, bush tucker and medicine plants.

This interpretative display system may also incorporate ecological issues responding to the native flora and fauna, especially of the riparian zone.

A key objective of the proposed Primary School is to respond to the anticipated future development of the area as well as integrate with the St Narsai Christian College in Horsley Park, where the majority of students will go following their time in this Primary School.



Better Performance

Sustainable, adaptable and durable. Sustainable, efficient and durable.

The new facilities have been developed through an iterative process with passive and active Environmentally Sustainable Design (ESD) principles at the core of the thinking. ESD is not a separate element of the design process but an integral aspect of all high-quality design fit for the 21st century.

This approach ensures a demonstrable, educational benefit for the users of the buildings as clean, fresh air, maximum daylight access, thermal comfort, good acoustics and solar glare control all increase learning outcomes in schools, as well as reduce running costs and lost productivity days of staff.

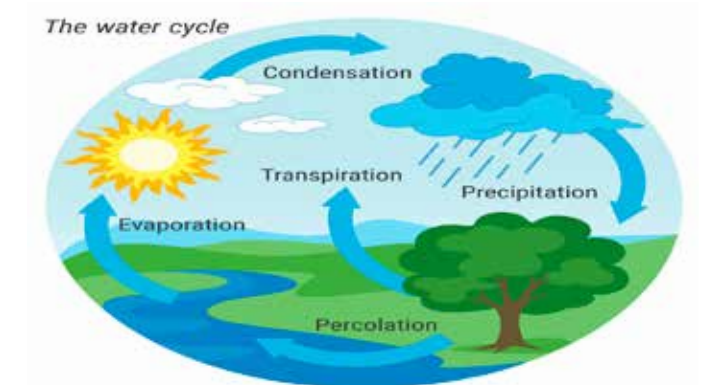
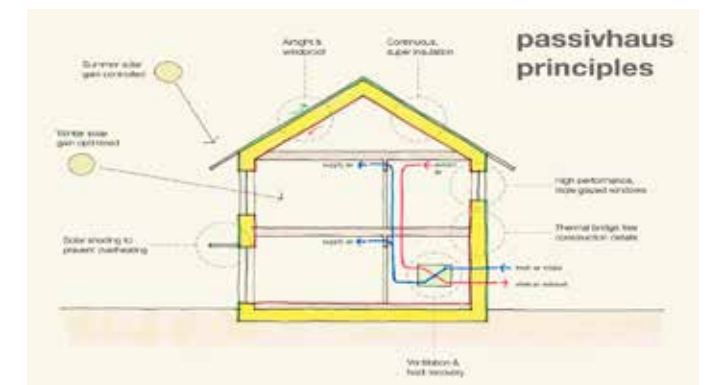
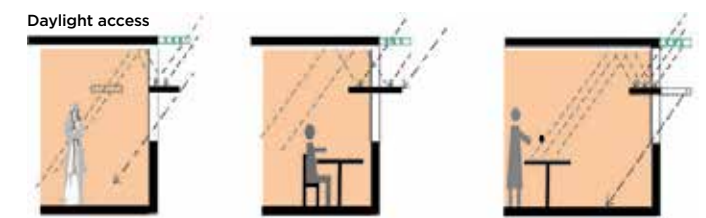
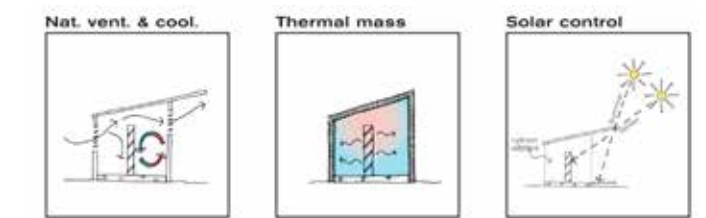
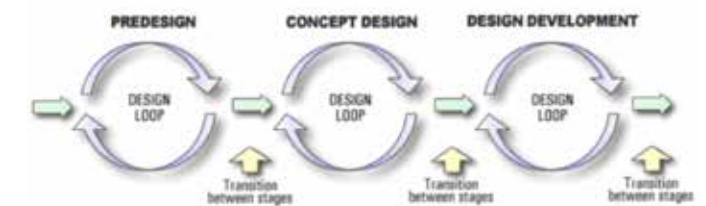
This integrated design approach has created ample opportunity for natural ventilation, with additional mechanically-assisted fresh air flow (with heat recovery) within a well-sealed and highly insulated building. Simple user controls provide the most environmentally beneficial outcome for the occupants, thus addressing acoustic attenuation and indoor air quality, simultaneously.

Building depths and three-dimensional spatial relationships have been developed to optimise natural daylight access and opportunities for cross ventilation and night purging through low-level and high-level, operable, louvre windows.

Solar and glare controls have been integrated into the façade design of the buildings, as appropriate to their orientation, to reduce heat gain in the summer months and to avoid unnecessary glare within the learning and working spaces, whilst still allowing winter solar access as part of the passive solar design strategy for the entire project.

Rainwater collection, storage and recycling will support food growing and shade-plant irrigation.

The careful selection of robust, quality, locally-sourced, low-maintenance, fit-for-purpose, sustainable building materials and construction methods will provide for the long-term future performance of the buildings.



Better for Community

Inclusive, connected and diverse. Accessible and inclusive.

- Openness and transparency, celebrating teaching and learning.
- Strong sense of place, identity and community.
- Entrance to the school is clear and welcoming with a direct connection to its Civic Heart and all school facilities being accessible to all.
- A sense of ownership, pride and belonging through meaningful and connected spaces.
- Offering an invitation beyond the immediate school community to engage with the school's culture and its users.
- Use of accessible routes throughout the school landscape as a design feature.



Better for People

Safe, comfortable and liveable. Health and safety.

- Integration of high levels of natural daylight and access to fresh air promotes better teaching and learning outcomes.
- Strong indoor - outdoor connections encouraging diversity of use and blurring of formal and informal uses.
- Crime safe approach based on good surveillance with clear sight lines, effective lighting of public areas and appropriate perimeter landscaping.
- Age and user appropriate spaces through diversity of scale and enclosure, creating a variety and diversity of learning settings and opportunities.
- Clarity of place and space providing clear way finding and orientation as well as an understanding and sense of community.
- Strong organisational principles and attention to duty-of-care / security obligations.
- Creation of meaningful spaces with all spaces contributing to the teaching and learning and sense of community ownership.



Better Working

Functional, efficient and fit for purpose. Amenity.

- New, custom-designed facilities to cater for a variety of uses and users, supporting diverse teaching and learning within a semi-rural context.
- Respect and order of private, group, public and community spaces and activities.
- Integration of natural light, airflow and visual interconnection between indoor and outdoor areas.
- Creation of a strong sense of place and community heart.
- Careful organisation of teaching and learning cohorts without prescriptive determination of spaces.
- Adaptable use of spaces particularly multi-purpose spaces and circulation areas which support diverse teaching and learning.
- Providing outdoor opportunities for learning through exploration, hands-on activities and play.



Better Value

Creating and adding value. Whole of life, flexible and adaptive.

- The proposed buildings are designed for future adaptation and responses to changes in teaching and learning. It is not about a collection of classrooms and corridors but rather groups of learning cohorts around a central sense of community, anchored in the specific signature of the School.
- Efficient structure and building fabric maximising future opportunities.
- Use of robust and low maintenance materials ensures the longevity of the building fabric and maintains appearance.
- Part of the ongoing life and activities of the community. Not just about "school".



Better Look and Feel

Engaging, inviting and attractive. Aesthetics.

- Opening of the principal pedestrian entry directly through to the Civic Heart celebrates the School's activities and offers an invitation to the community to engage.
- The three dimensional articulation and façade expression aims to reduce the bulk of the building and inform of the activities within, offering an invitation to the local community for engagement and participation.
- The strength of identity and presentation to the street adds a sense of place to the precinct and offers a dialogue to existing and future adjacent facilities.
- Careful integration of landscape and materiality to provide a unified but diverse whole.
- Respect for the semi-rural and future residential context through appropriate scale, materials and forms.
- Opening up views to and from the School connecting its users with their broader environmental and social context whilst offering distant neighbours a glimpse of their school life.



SYDNEY

Level 17,
124 Walker St,
North Sydney NSW 2060,
Australia
P: +61 2 8458 5500
E: sydney@pmdl.com.au

MELBOURNE

Level 3, 479 St Kilda Rd
(PO Box 7144)
Melbourne Victoria 3004,
Australia
P: +61 3 9427 8885
E: melbourne@pmdl.com.au

HONG KONG

20/F Hollywood Centre
233 Hollywood Road
Sheung Wan,
Hong Kong
P: +852 2836 6992
E: hongkong@pmdl.com.au