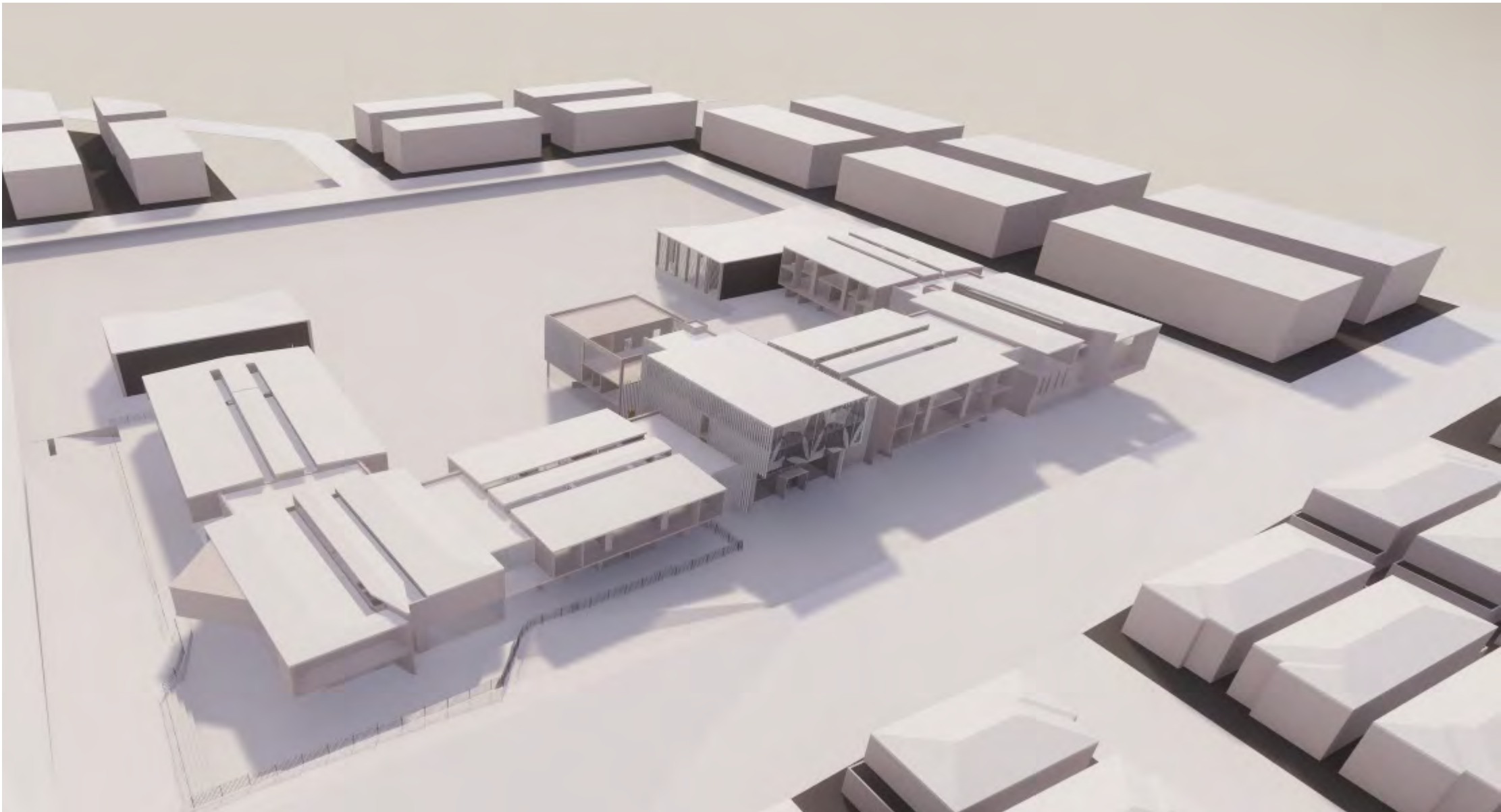
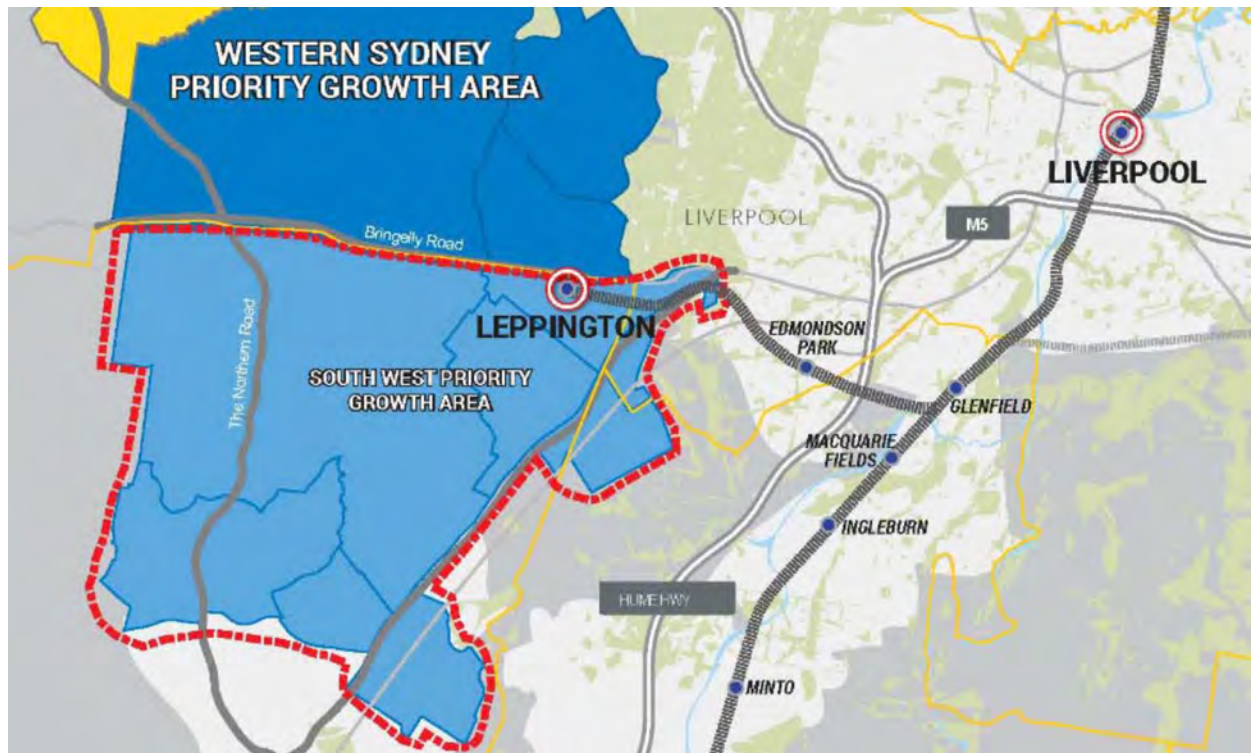


AMITY COLLEGE LEPPINGTON

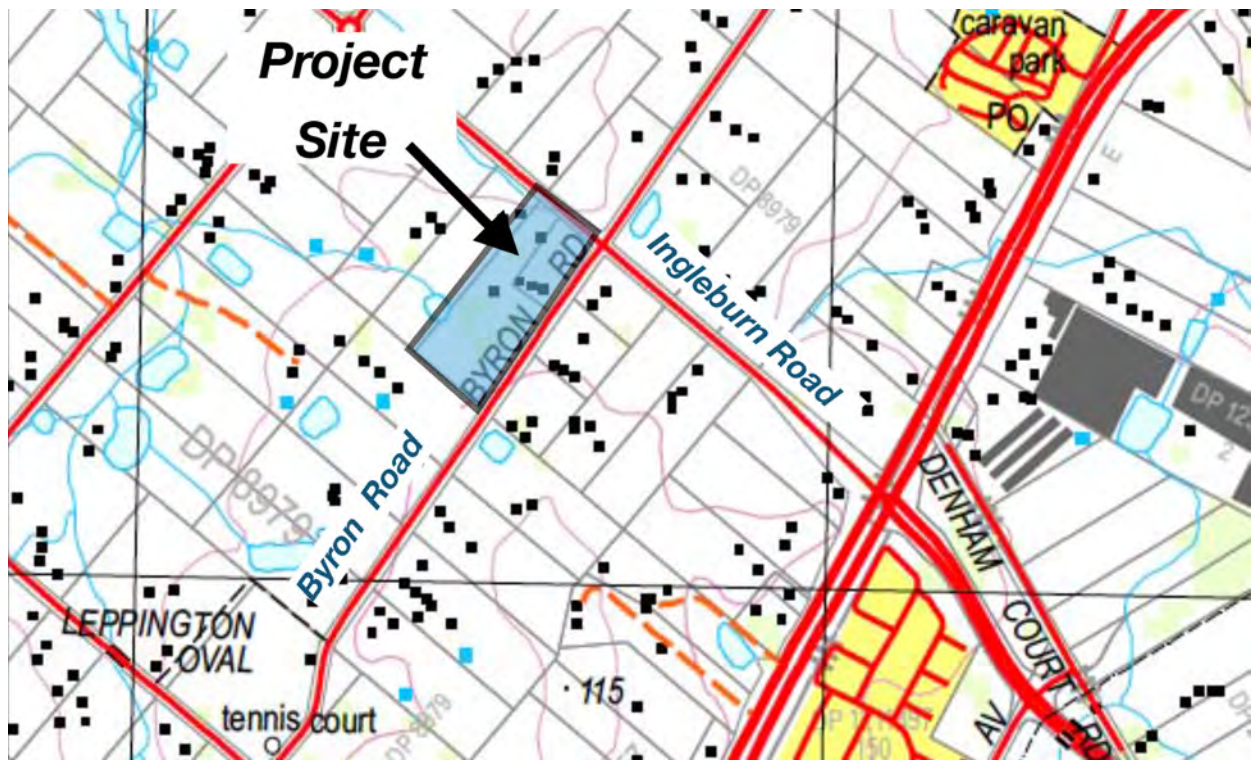


SITE LOCATION & LOCAL
GOVERNMENT AREAS

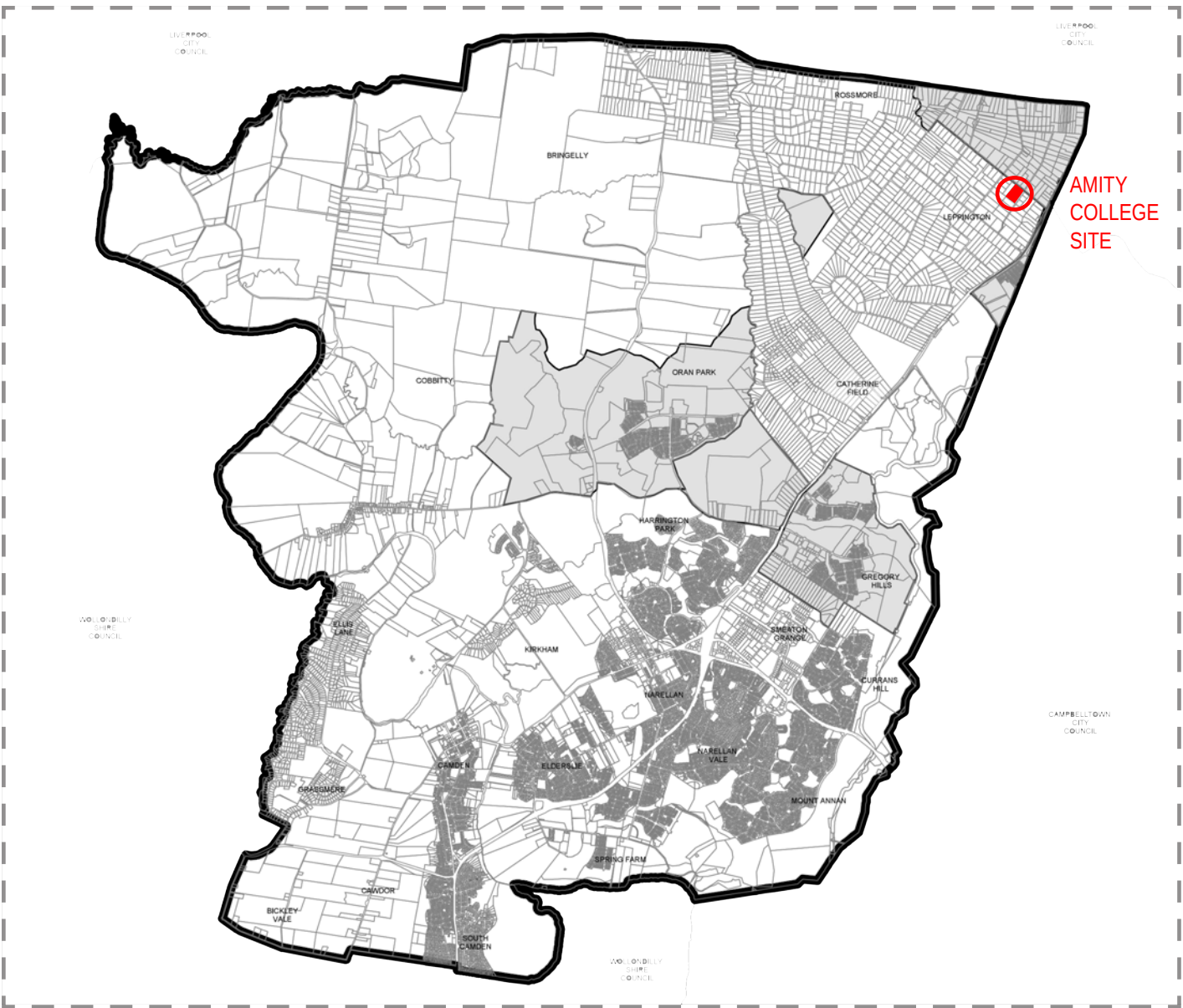




Location of Project Site within Leppington, in Sydney's South West Priority Growth Area



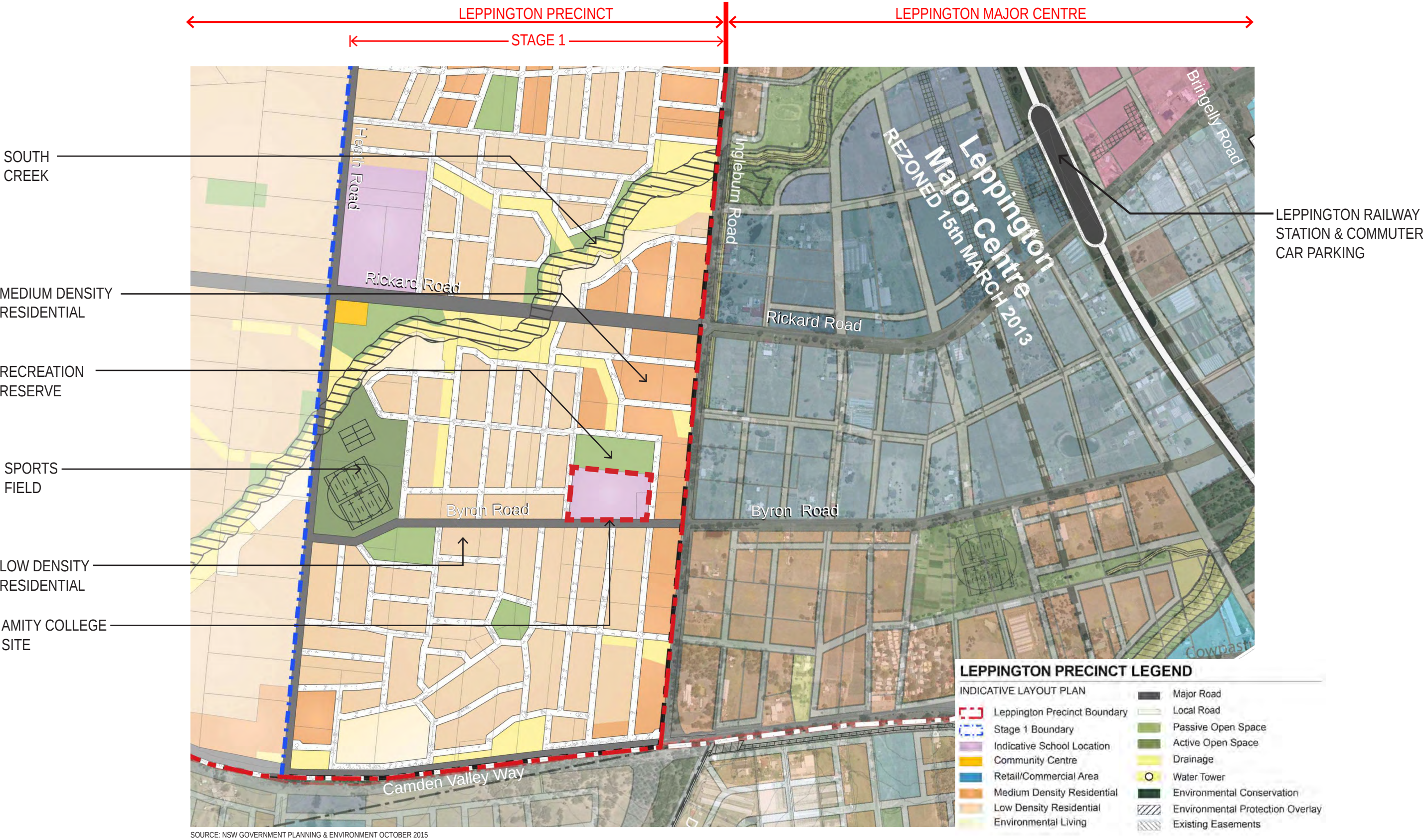
Topographic Map showing the location of the Project Site



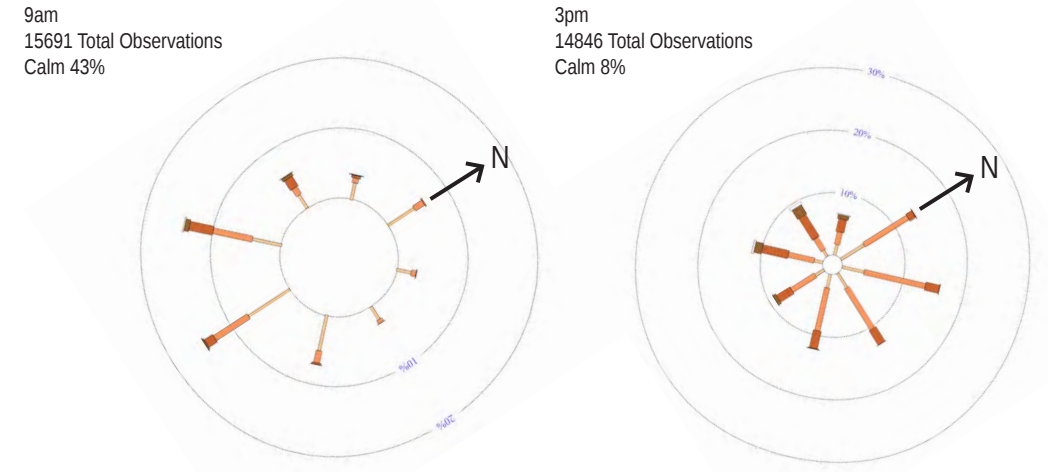
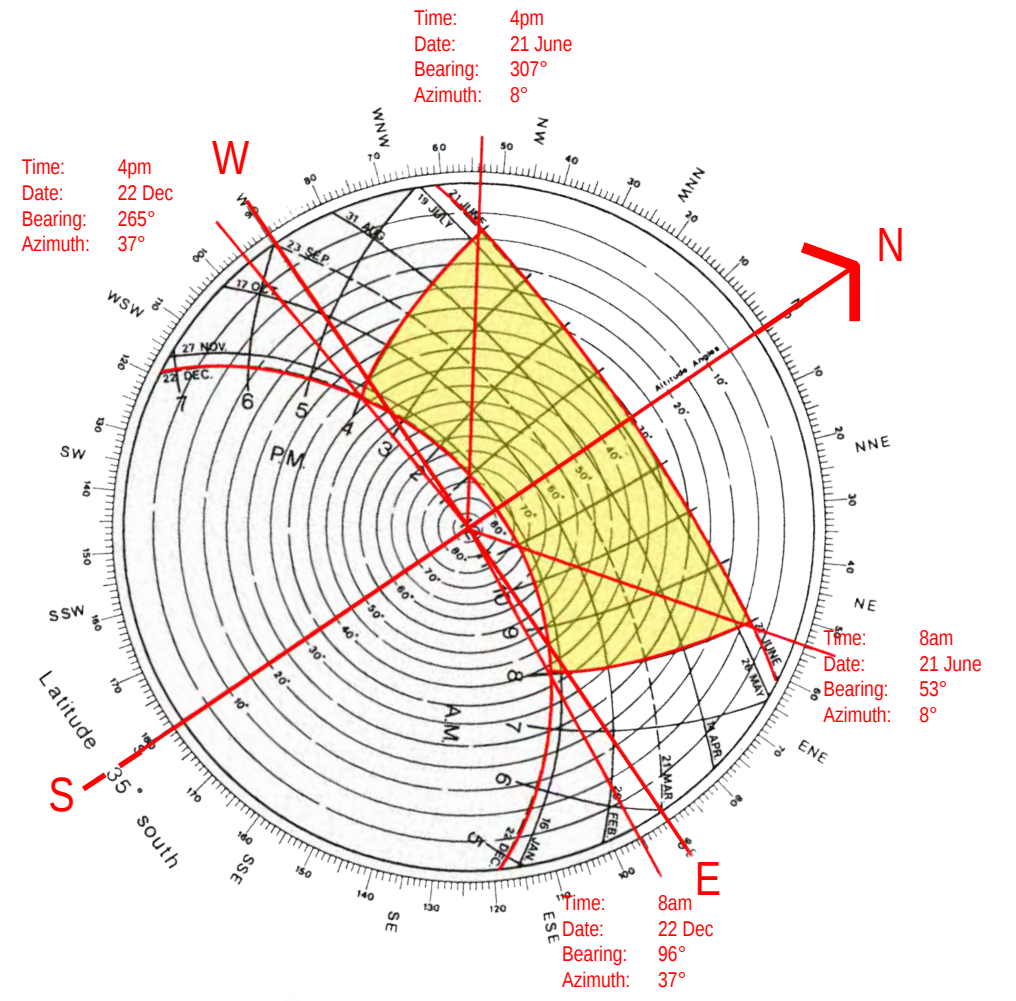
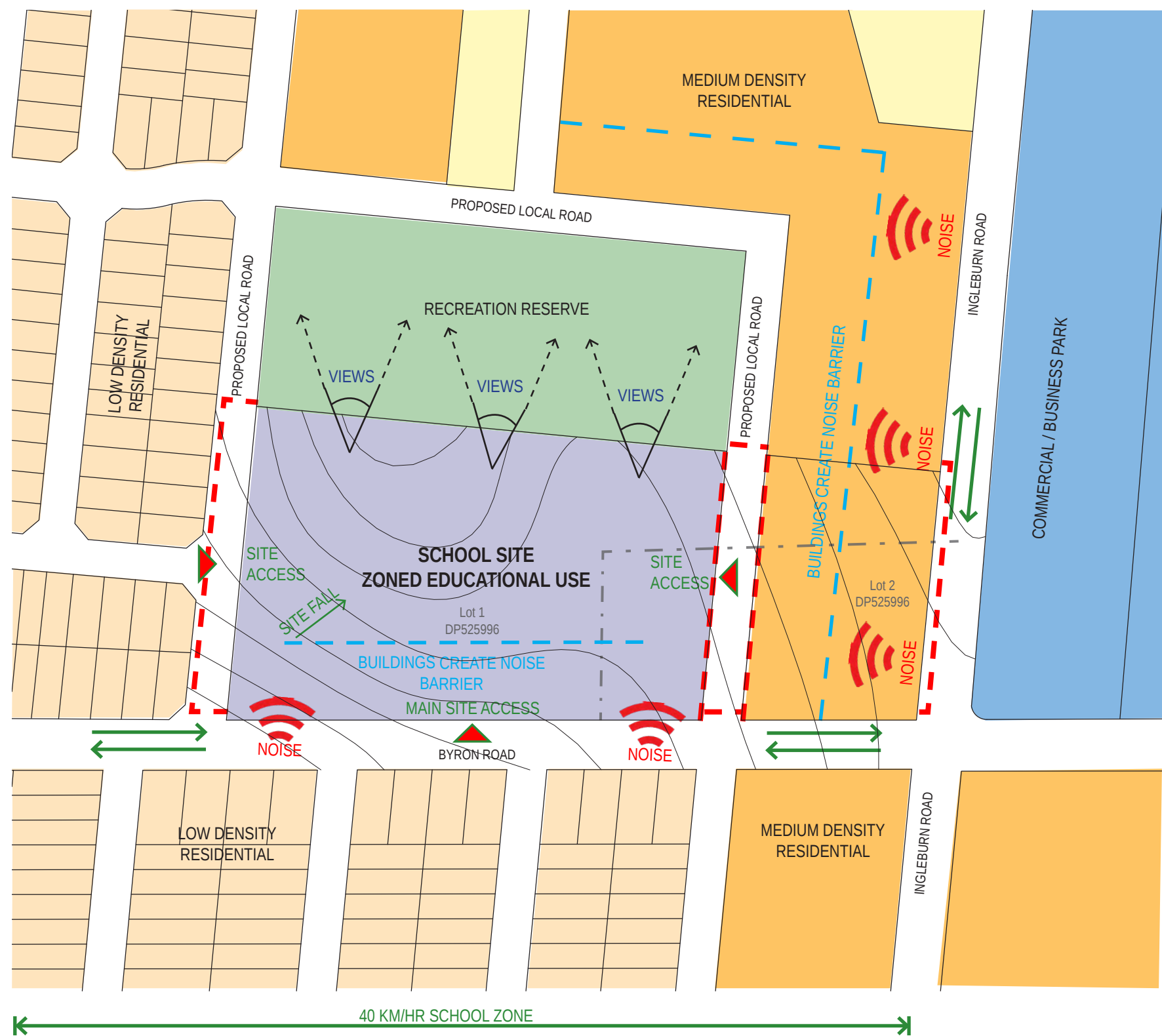
Local government areas



SITE CONTEXT PLAN



SITE CONTEXT PLAN



Rose of Wind direction versus Wind speed in km/h (01 Jan 1943 to 10 Aug 2017)
Custom times selected
CAMDEN AIRPORT AWS
Site N° 068192 - Opened Jan 1943 - Still Open - Latitude -34.0396° - Longitude 150.689° - Elevation 73m

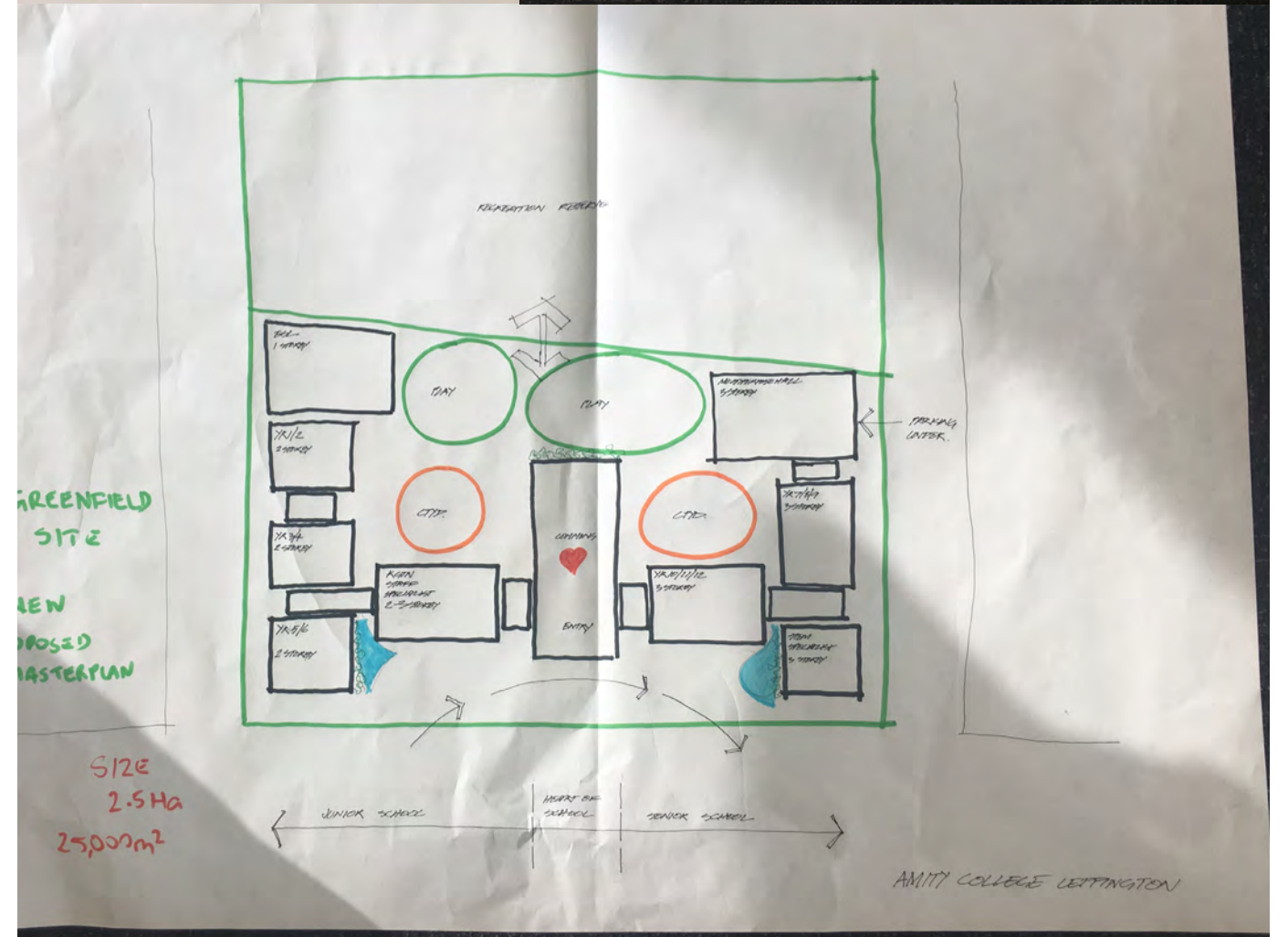
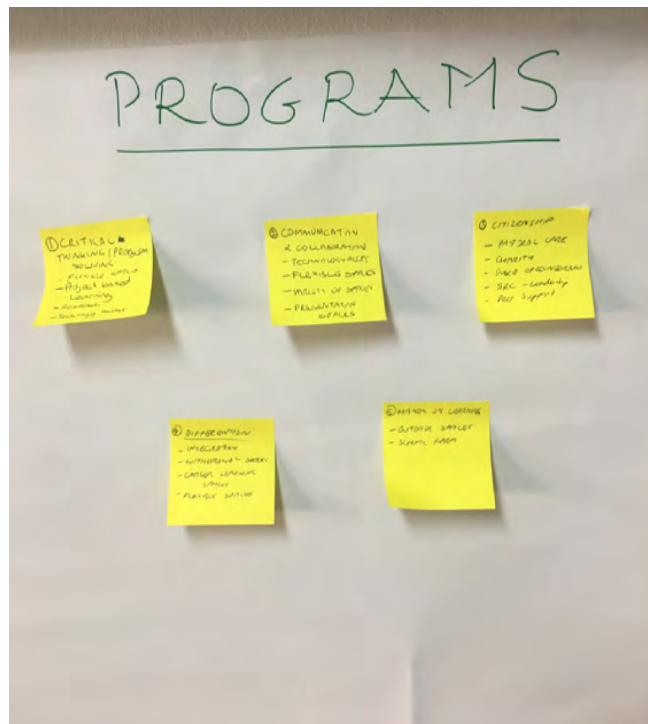
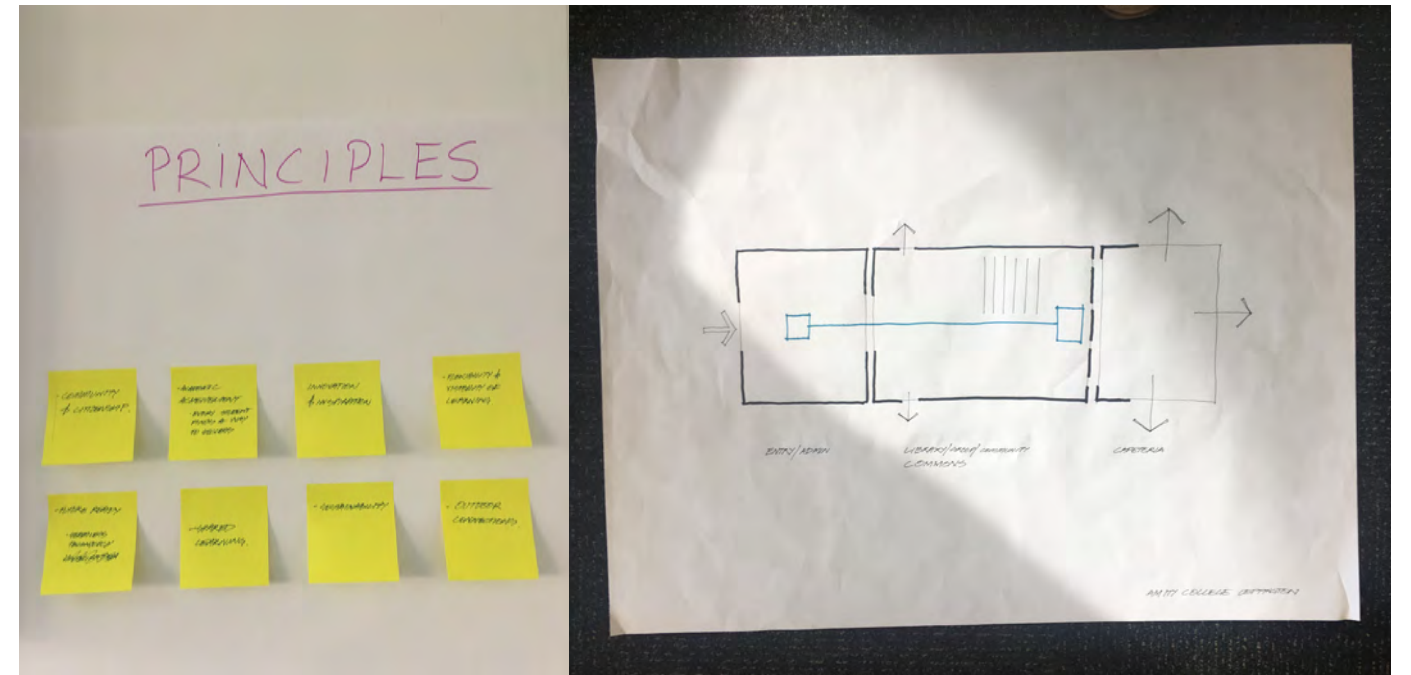
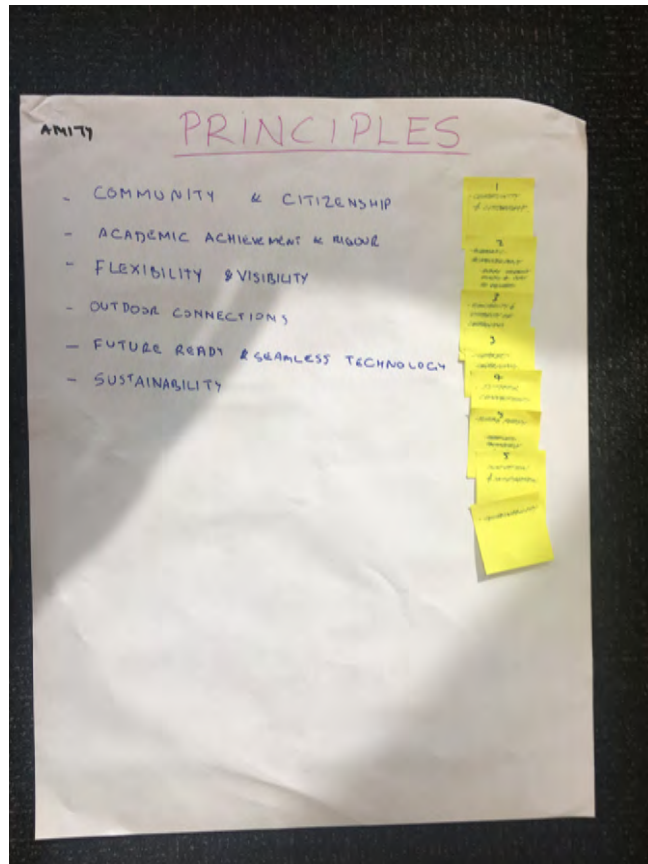


AIS NSW WORKSHOP

WITH AMITY COLLEGE -

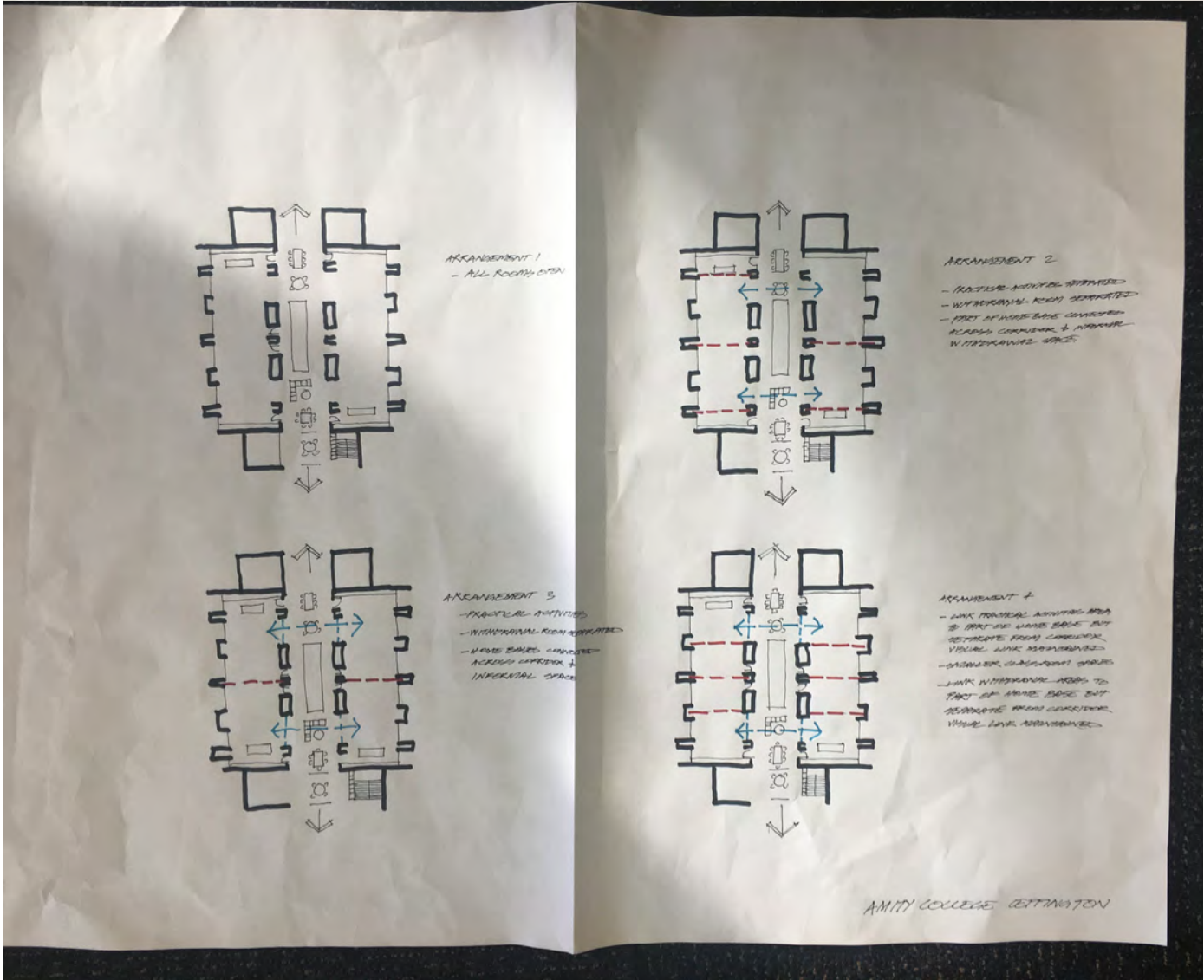
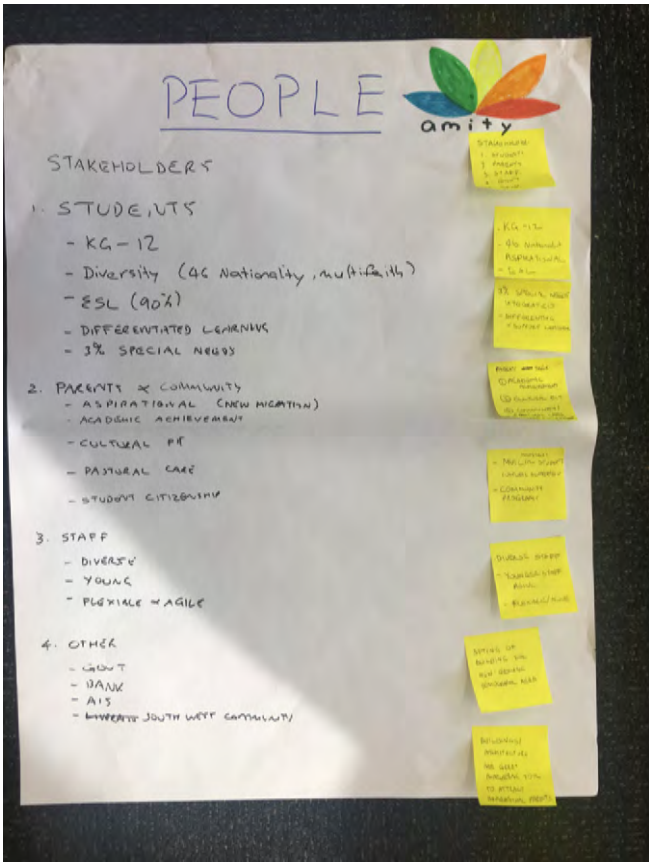
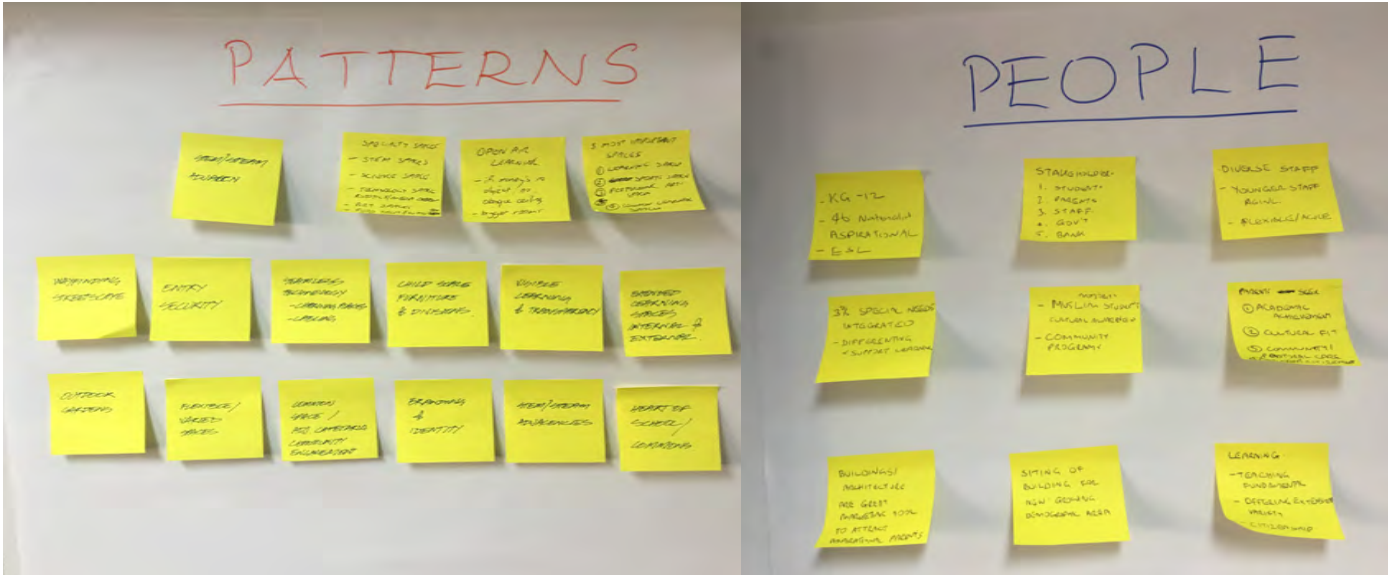
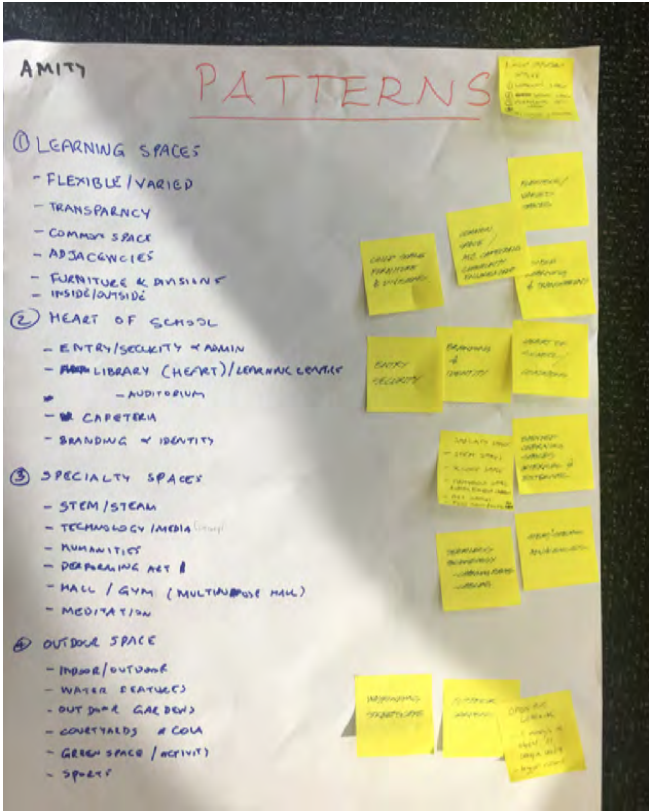
TOMORROW'S ENVIRONMENTS FOR LEARNING (TEL)

APRIL 2018



AIS NSW WORKSHOP

WITH AMITY COLLEGE -
TOMORROW'S ENVIRONMENTS FOR LEARNING
(TEL)
APRIL 2018



AERIAL VIEW



AERIAL VIEW



SITE BOUNDARIES



ROADS AND FOOTPATHS



SETBACKS





DROP OFF ZONES



BUS ZONE



VISITOR PARKING



PARKING

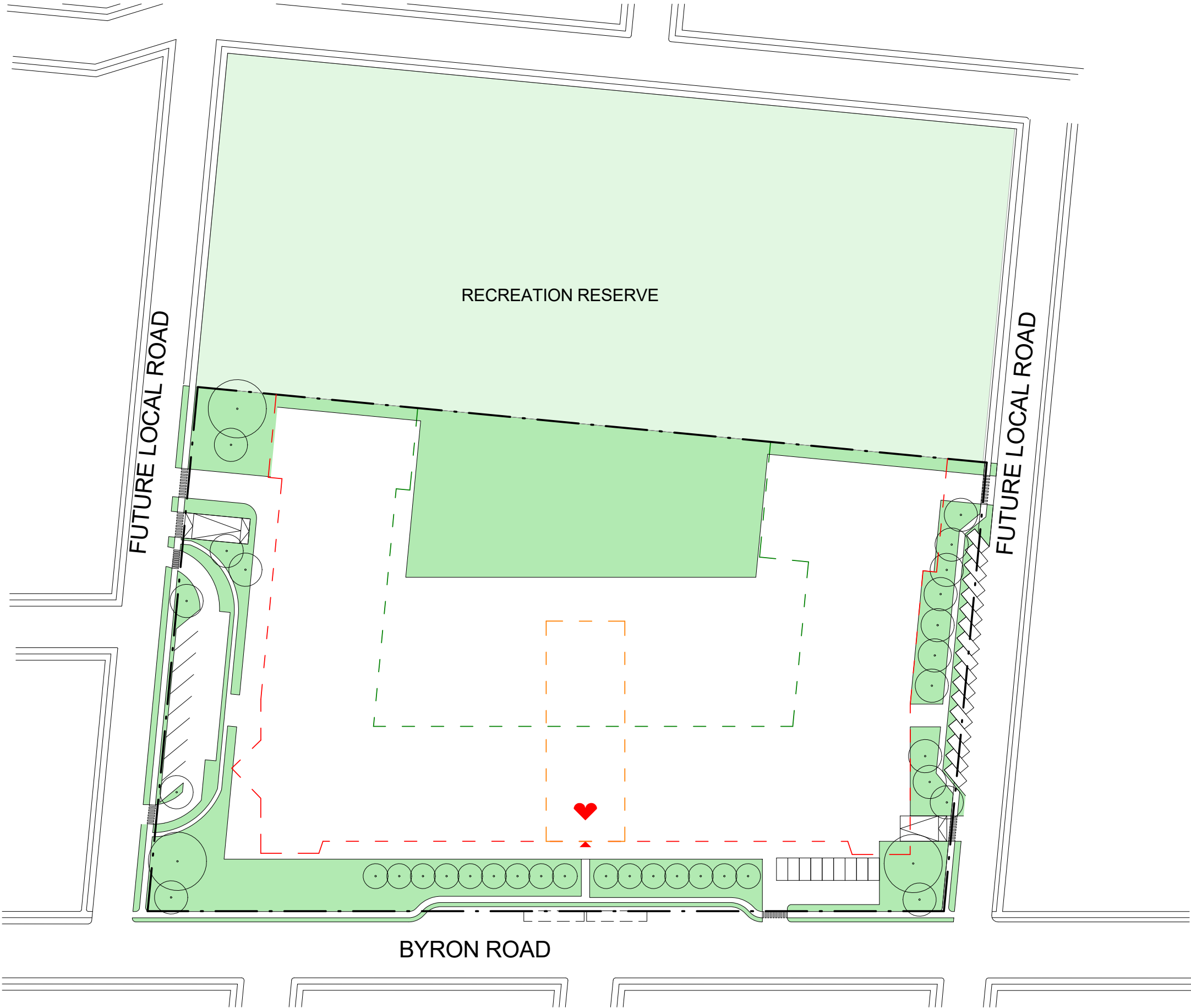
1. LOADING BAY
2. DROP OFF
3. VISITOR PARKING
4. BUS ZONE



HEART OF SCHOOL

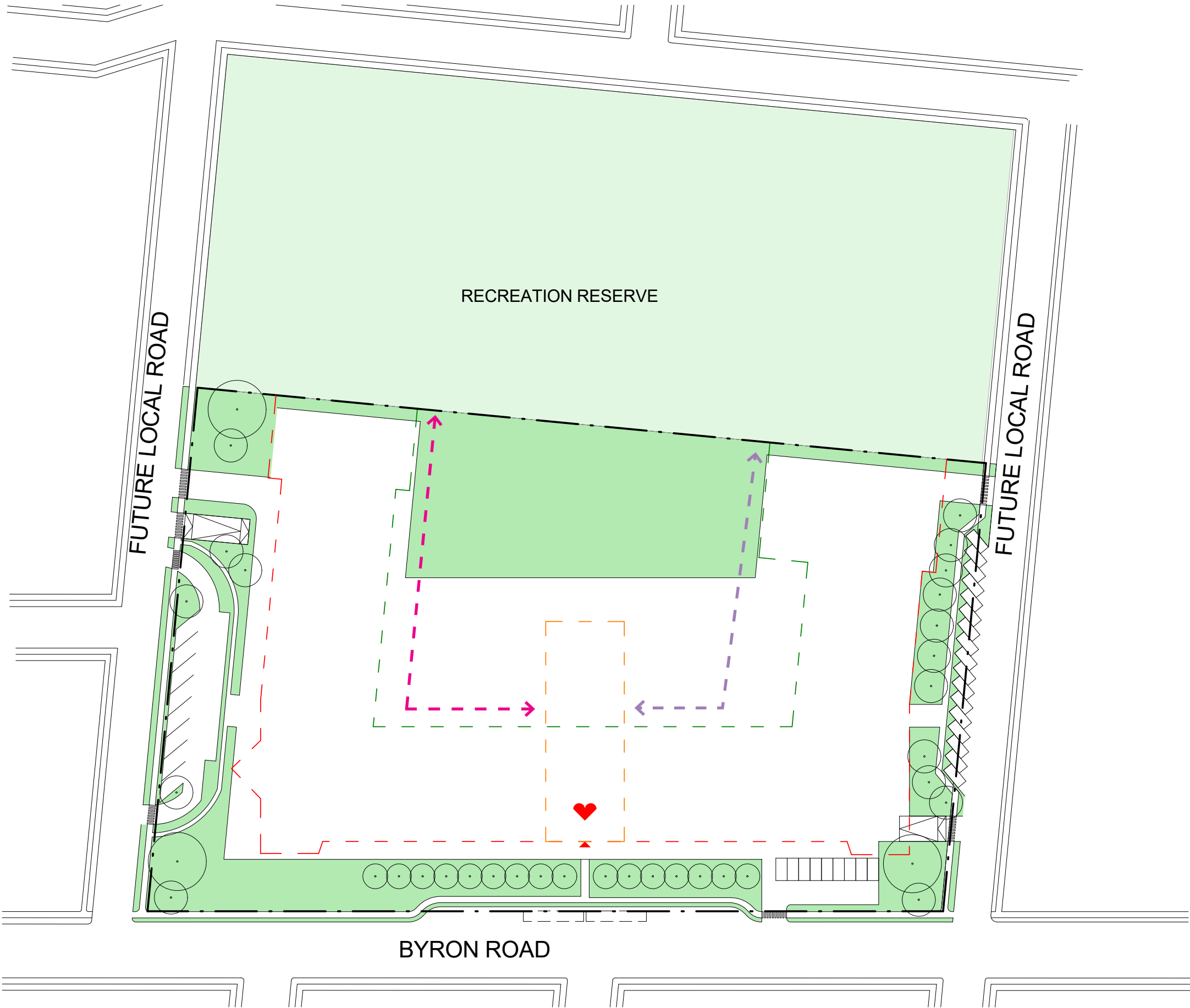
ESTABLISH HEART OF SCHOOL

- MAIN ENTRY FOR VISITORS
- ADMINISTRATION
- LIBRARY
- COMMUNITY FACILITIES



PRIMARY AND SECONDARY ZONING

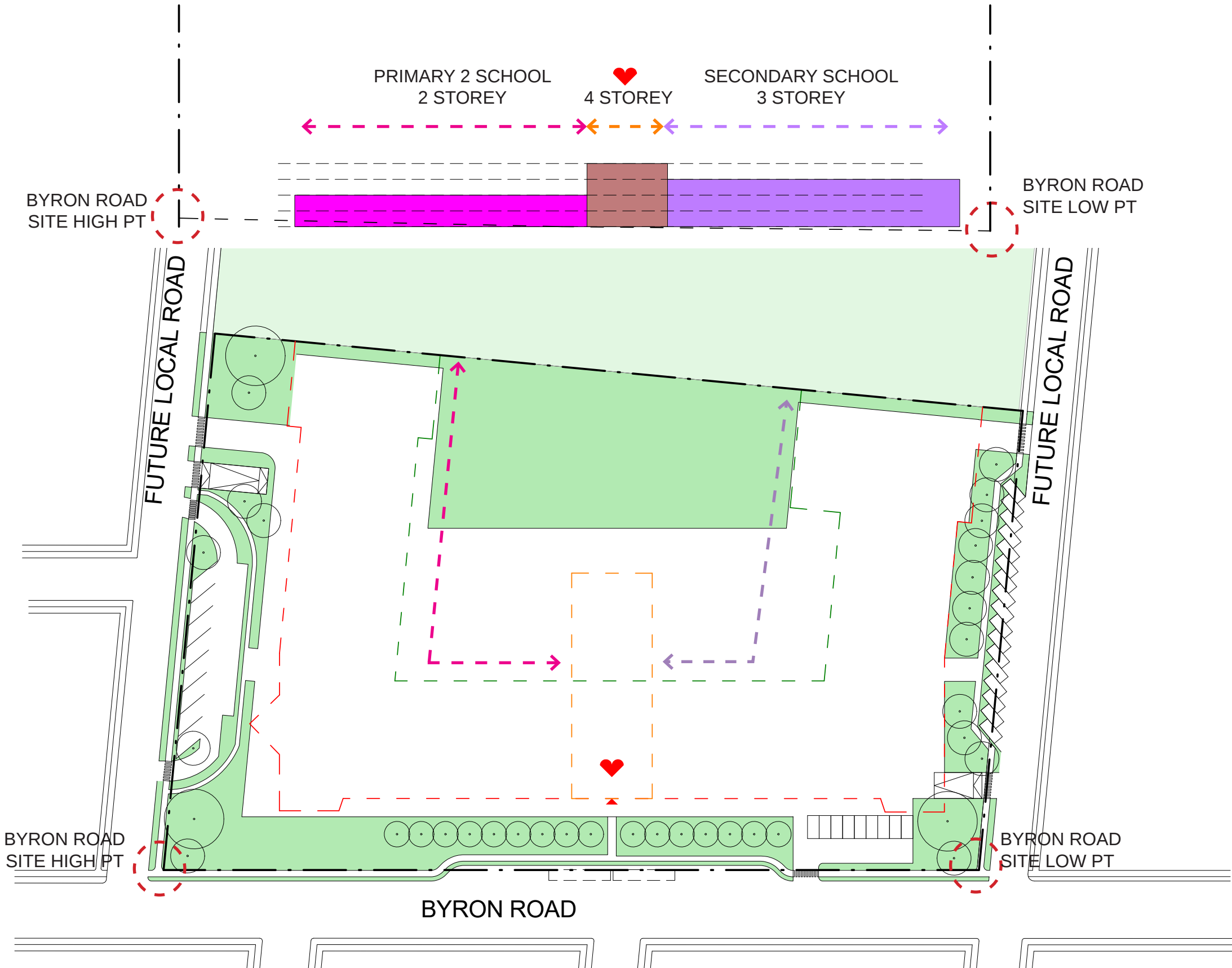
1. PRIMARY SCHOOL- two storey buildings
allocated where the land levels are higher
2. SECONDARY SCHOOL - three storey
buildings allocated where the land levels are
lower



PRIMARY AND SECONDARY ZONING

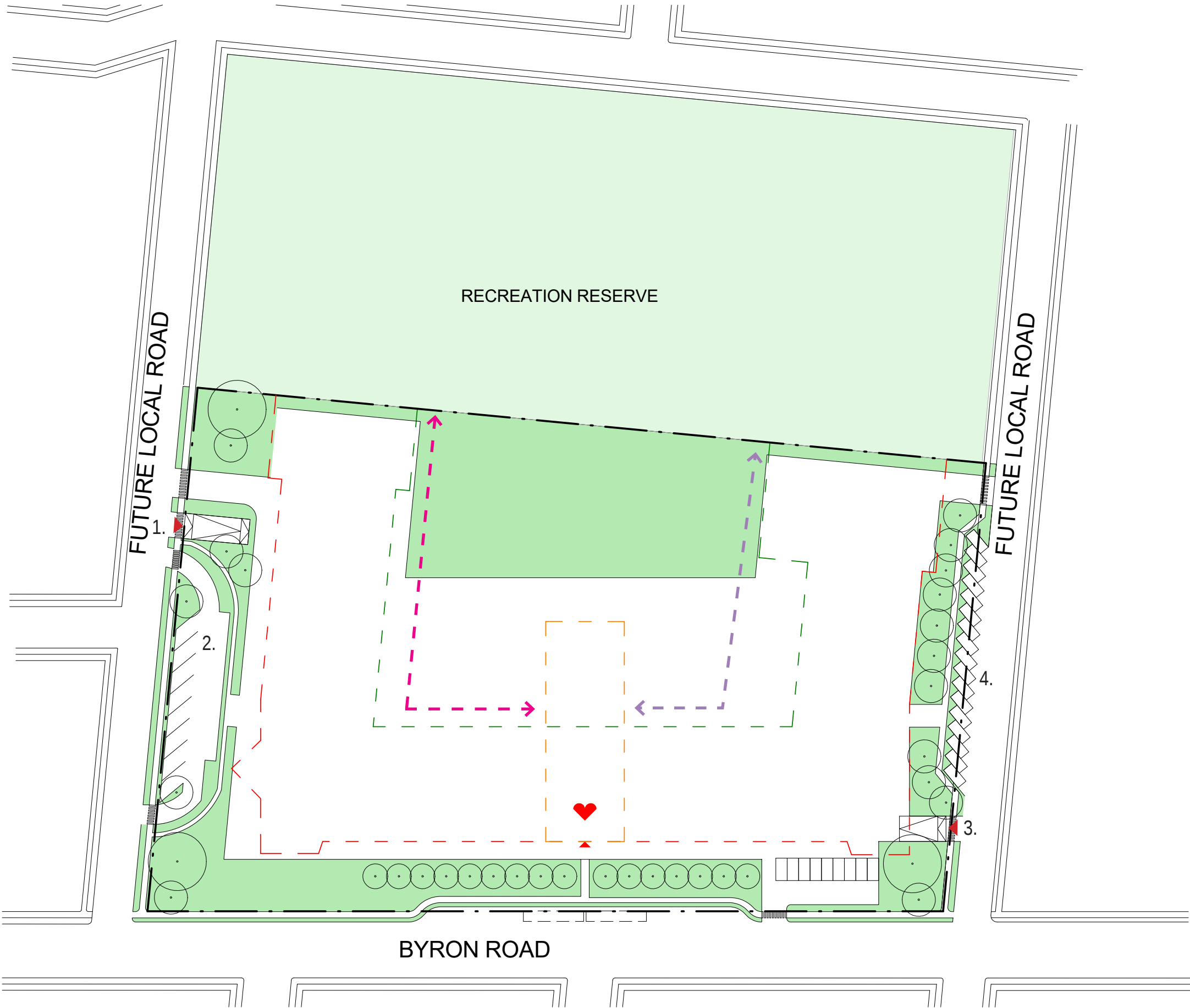
LOCATE TWO STOREY PRIMARY SCHOOL BUILDINGS TO THE HIGH POINT OF THE SITE

LOCATE THREE STOREY SECONDARY SCHOOL BUILDINGS TO THE LOW POINT OF THE SITE



PRIMARY AND
SECONDARY ZONING

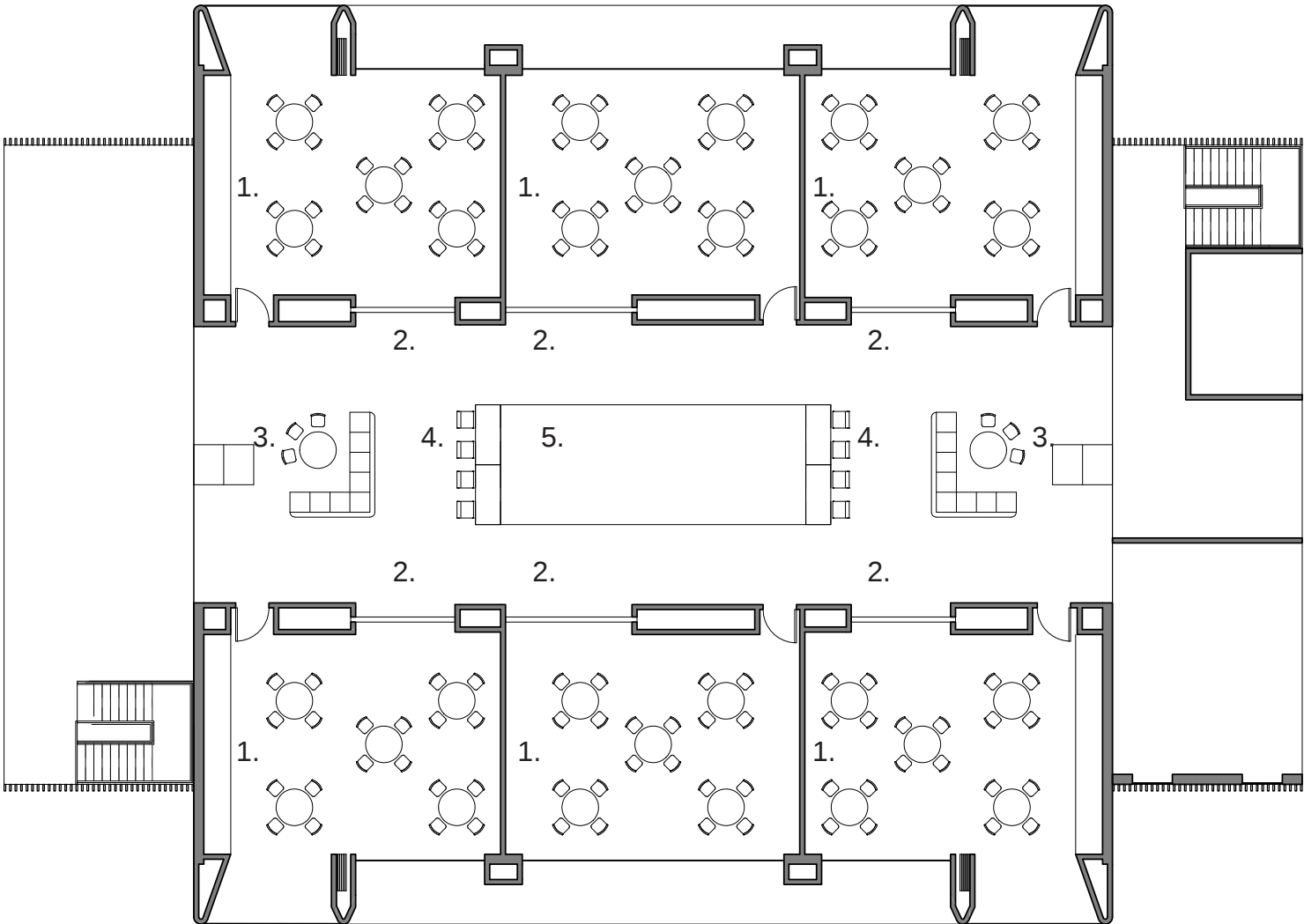
- 1. PRIMARY SCHOOL BASEMENT CAR PARK ENTRY/EXIT
- 2. PRIMARY SCHOOL DROP OFF
- 3. SECONDARY SCHOOL BASEMENT CAR PARK ENTRY/EXIT
- 4. SECONDARY SCHOOL DROP OFF



PRIMARY TYPICAL HOME BASE MODULE

STAGES 1 - 3
PRIMARY YEARS 1 TO 6
ALL ROOMS SEPARATED

- 1. HOME BASE
- 2. GLAZED DOORS
- 3. INFORMAL LEARNING SPACE
- 4. WITHDRAWAL SPACE
- 5. VOID

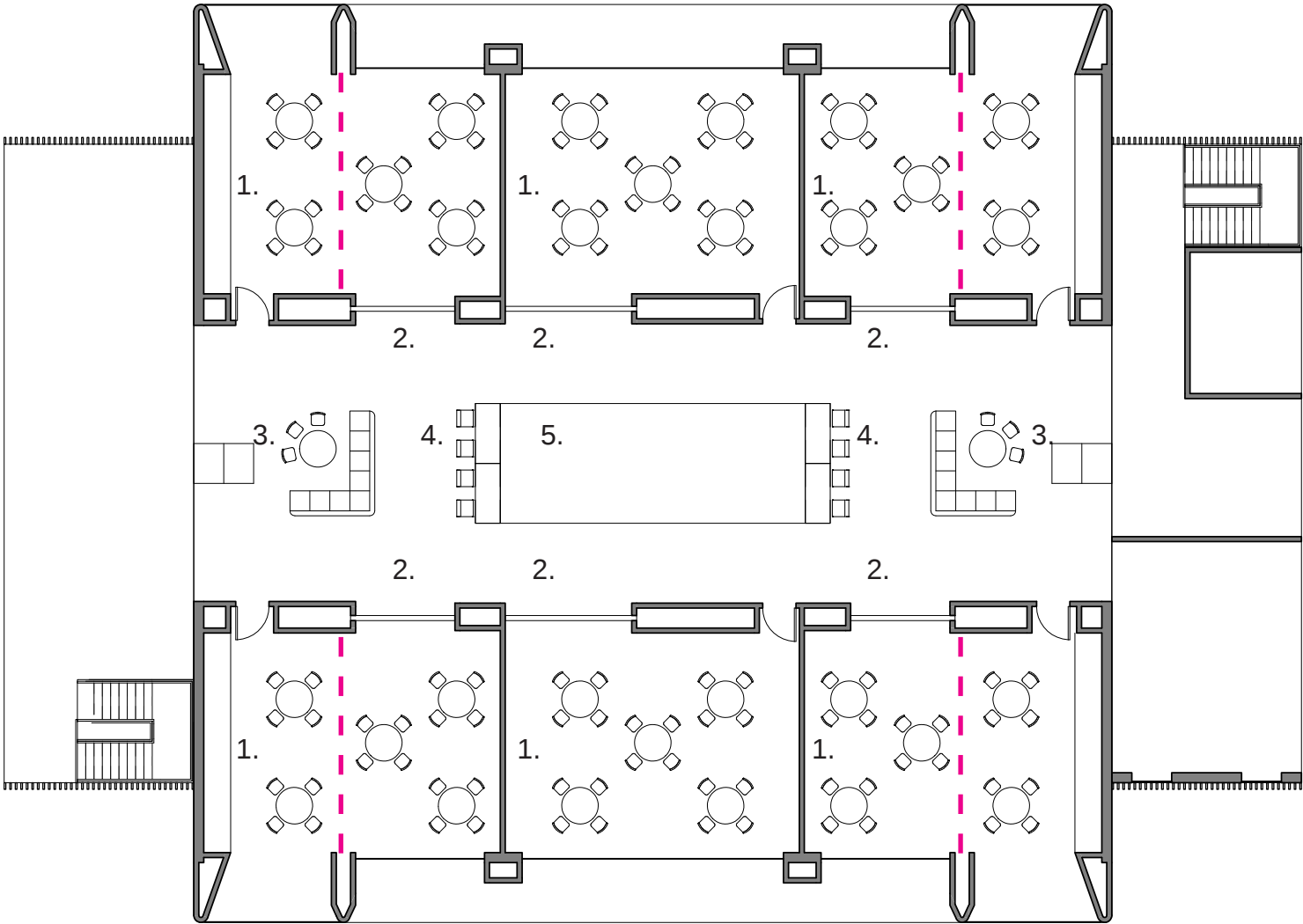


PRIMARY

TYPICAL HOME BASE MODULE

STAGES 1 - 3
 PRIMARY YEARS 1 TO 6
 PRACTICAL ACTIVITIES AREA SEPARATED

- 1. HOME BASE
- 2. GLAZED DOORS
- 3. INFORMAL LEARNING SPACE
- 4. WITHDRAWAL SPACE
- 5. VOID

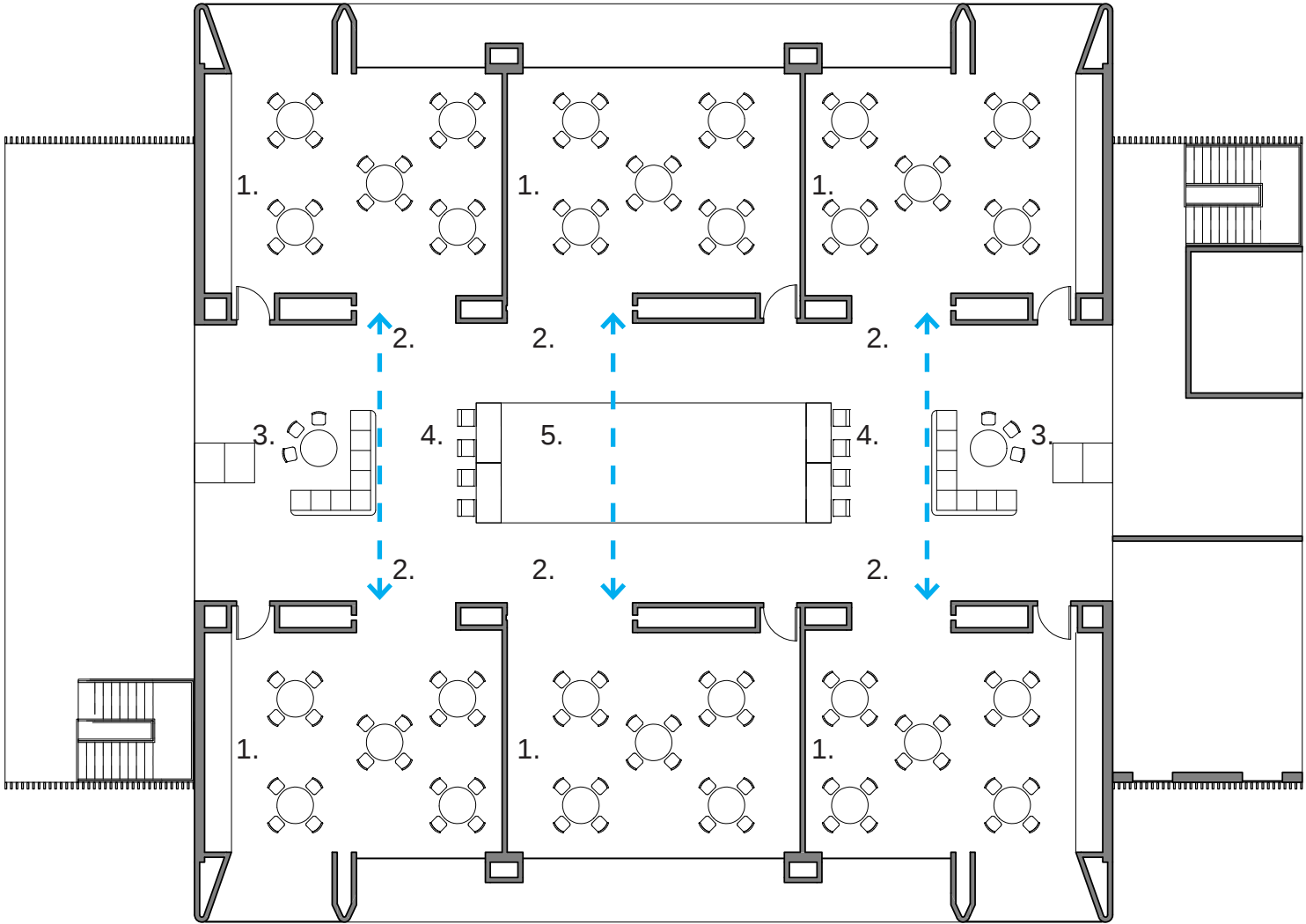


PRIMARY

TYPICAL HOME BASE MODULE

STAGES 1 - 3
 PRIMARY YEARS 1 TO 6
 CONNECTION TO INFORMAL AREAS AND TO
 OTHER STAGES ACROSS HALLWAY

- 1. HOME BASE
- 2. GLAZED DOORS
- 3. INFORMAL LEARNING SPACE
- 4. WITHDRAWAL SPACE
- 5. VOID

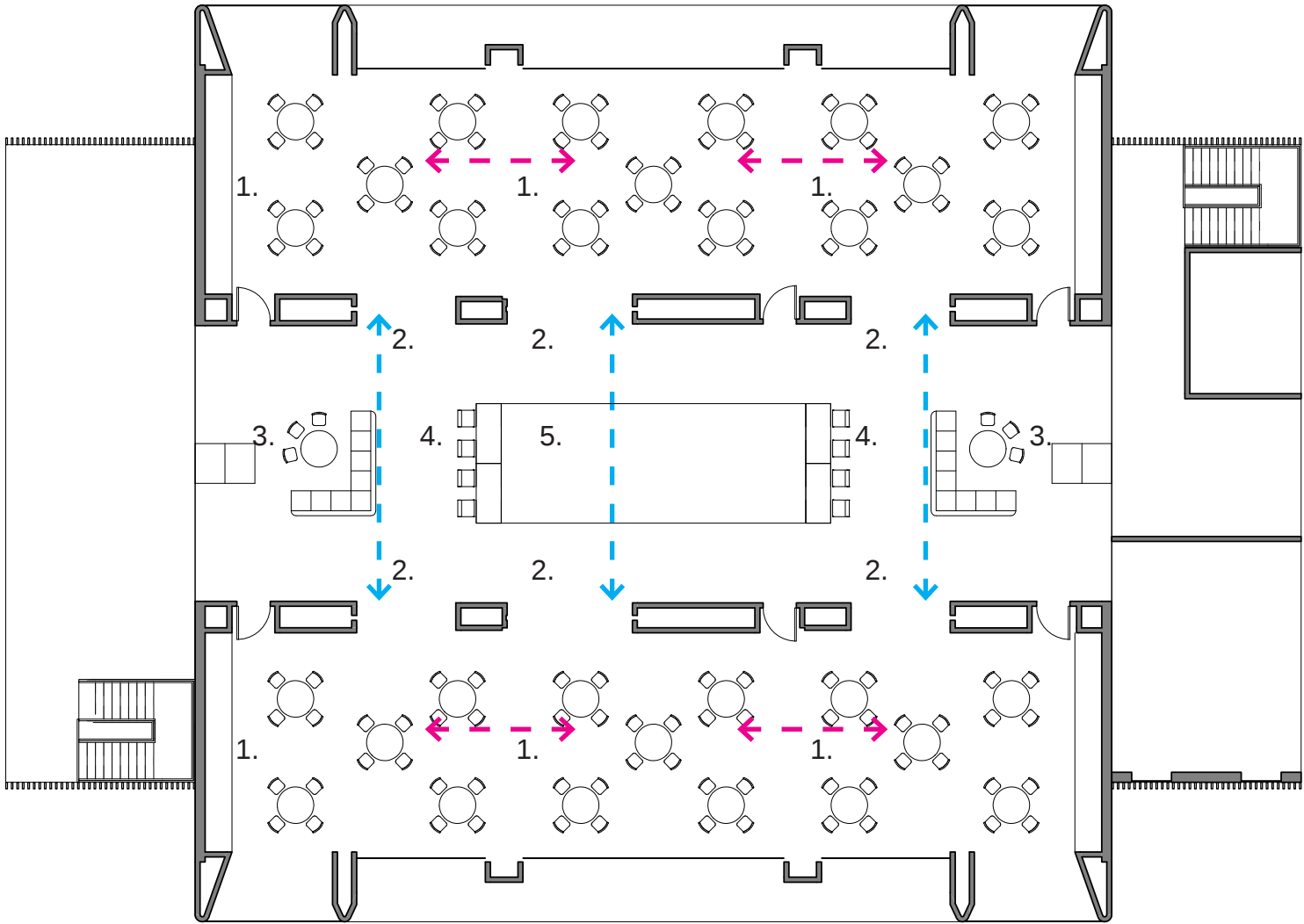


PRIMARY

TYPICAL HOME BASE MODULE

STAGES 1 - 3
 PRIMARY YEAR 1 TO 6
 CONNECTION TO ADJOINING HOME BASES

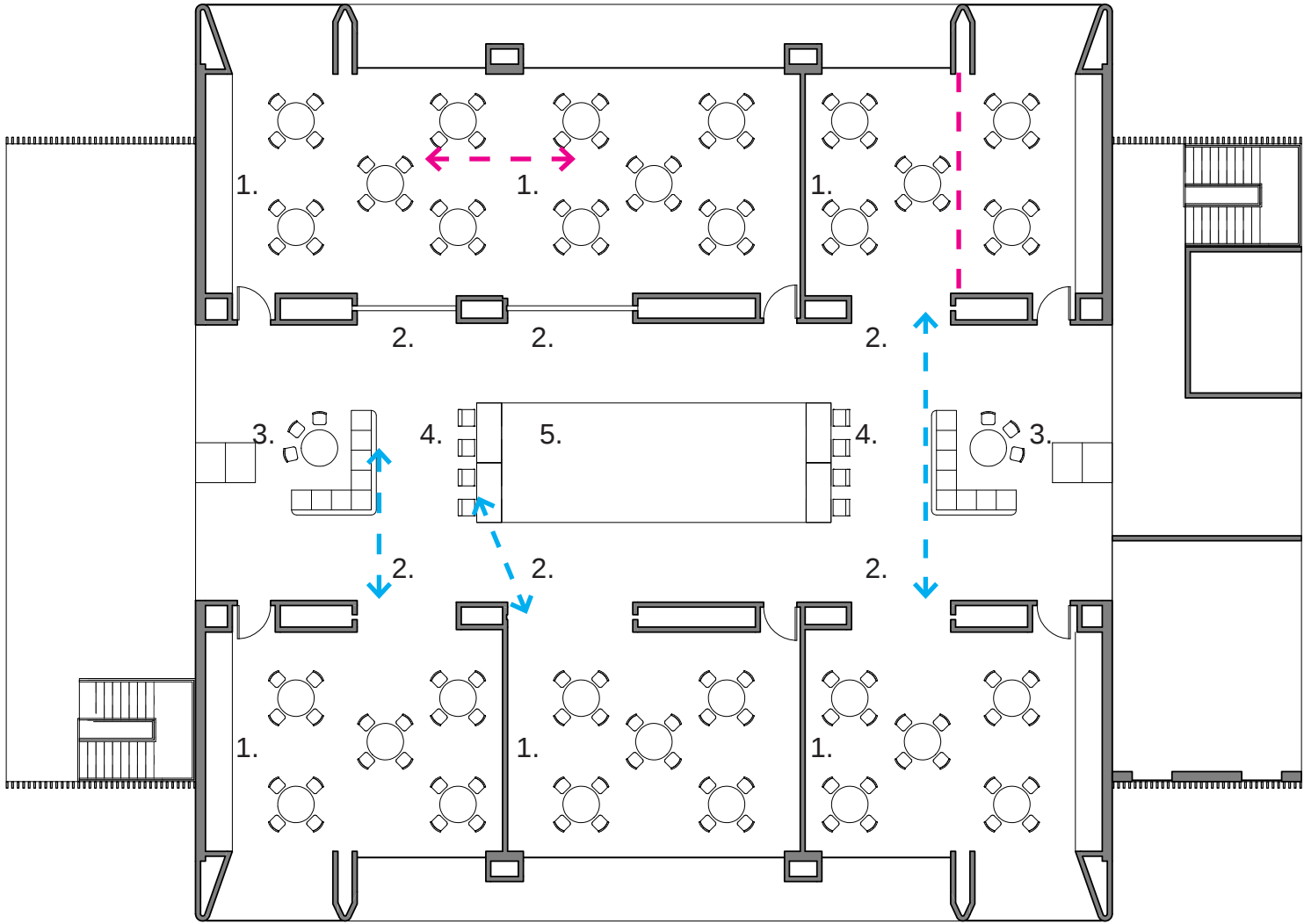
- 1. HOME BASE
- 2. GLAZED DOORS
- 3. INFORMAL LEARNING SPACE
- 4. WITHDRAWAL SPACE
- 5. VOID



PRIMARY
TYPICAL HOME BASE MODULE

STAGES 1 - 3
PRIMARY YEARS 1 TO 6
HYBRID

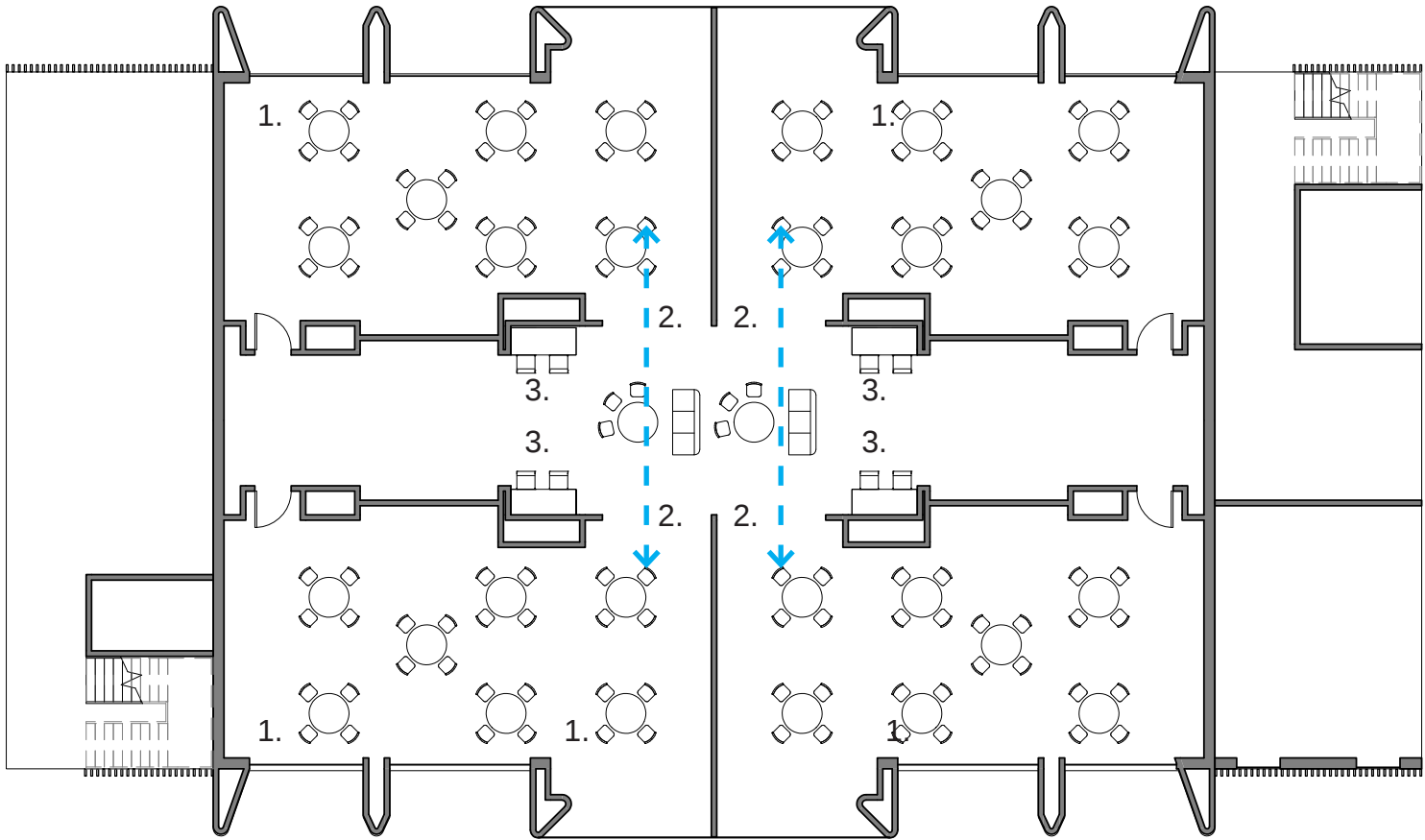
- 1. HOME BASE
- 2. GLAZED DOORS
- 3. INFORMAL LEARNING SPACE
- 4. WITHDRAWAL SPACE
- 5. VOID



PRIMARY
TYPICAL HOME BASE MODULE

KINDERGARTEN

- 1. HOME BASE
- 2. GLAZED DOORS
- 3. WITHDRAWAL SPACE
- 5. VOID



PRECEDENTS - FLEXIBLE LEARNING SPACES

KINDERGARTEN

- 1. HOME BASE
- 2. GLAZED DOORS
- 3. WITHDRAWAL SPACE
- 5. VOID



IMAGES: TOP & BOTTOM: Our Lady of the Assumption by BVN Architects

PRECEDENTS -
FLEXIBLE LEARNING SPACES



IMAGES: Otonoha School, Ibaraki, Japan by UZU Architects

PRECEDENTS - INFORMAL LEARNING SPACES



IMAGES: CLOCKWISE STARTING FROM TOP LEFT: Rouse Hill Anglican College K Block by Terroir, Ravenswood School for girls by BVN, St Columba's Primary School by Neeson Murcutt Architects

PRECEDENTS - TIERED LEARNING SPACES



IMAGES: CLOCKWISE STARTING FROM TOP LEFT: Hellerup School Gentofte, Denmark by Arkitema, Ravenswood School for girls by BVN, St Columba's Primary School by Neeson Murcutt Architects, Hellerup School Gentofte, Denmark by Arkitema.



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Job N°: A1803

ON ORIGINAL SHEET

AMITY COLLEGE LEPPINGTON CAMPUS

MASTER PLAN 2018

PRECEDENTS -
TIERED LEARNING SPACES



IMAGE: Arthur Phillip Primary and High School by BVN

PRECEDENTS -
BLADE WALLS FOR SLIDING
DOORS



IMAGES: Arthur Boyd Education Centre, Riversdale by Glenn Murcutt.

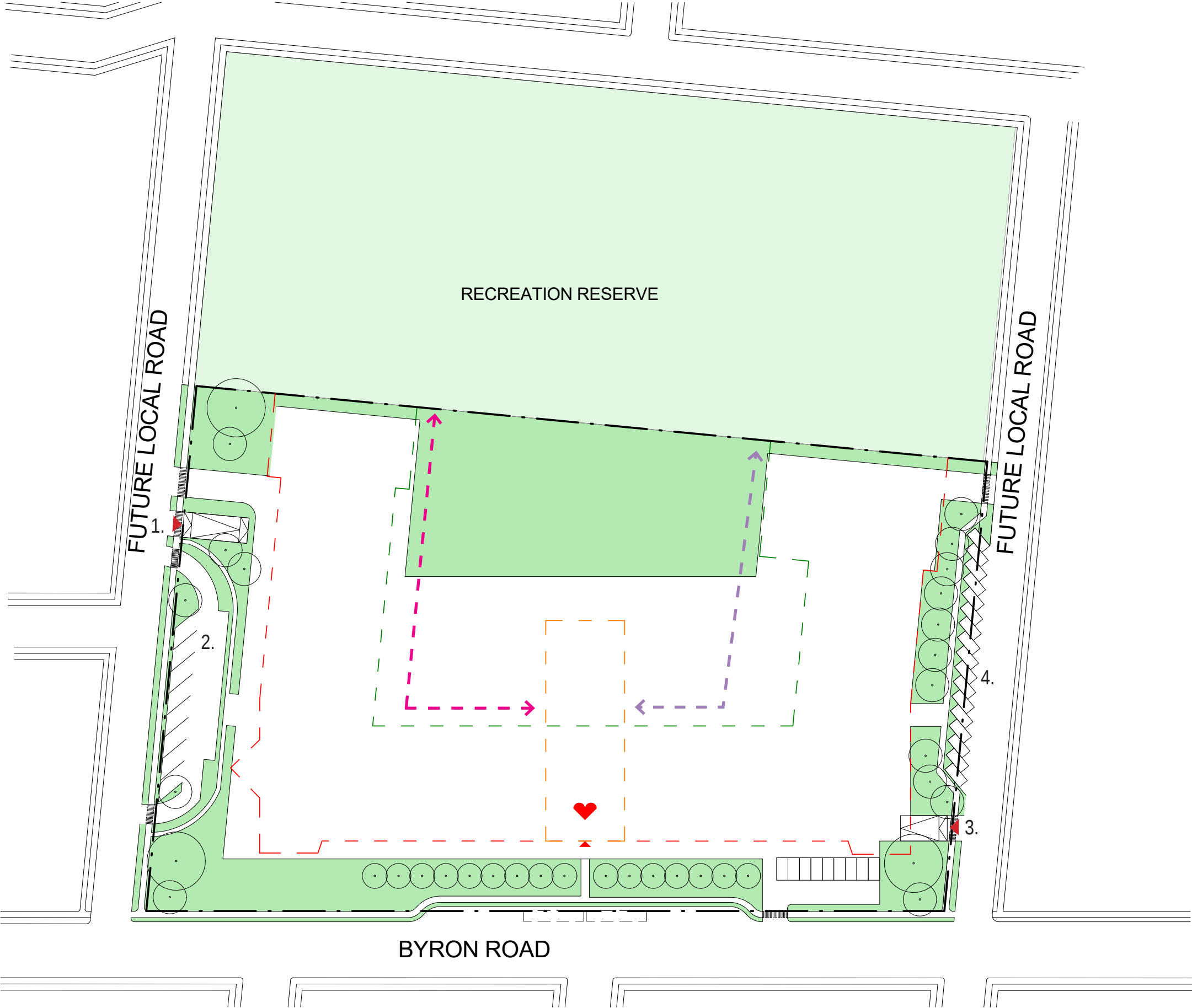
MASTER PLAN

CORE 21 PRIMARY

18 HOME BASES
LIBRARY
COMMUNITY ROOMS

3 STREAM SECONDARY

20 GENERAL LEARNING AREAS
SCIENCE
FOOD TECHNOLOGY
WOOD TECHNOLOGY
TECH MAKER
STEM
AUDITORIUM
MUSIC
ART
DRAMA
DESIGN AND TECHNOLOGY
LANGUAGE



MASTER PLAN

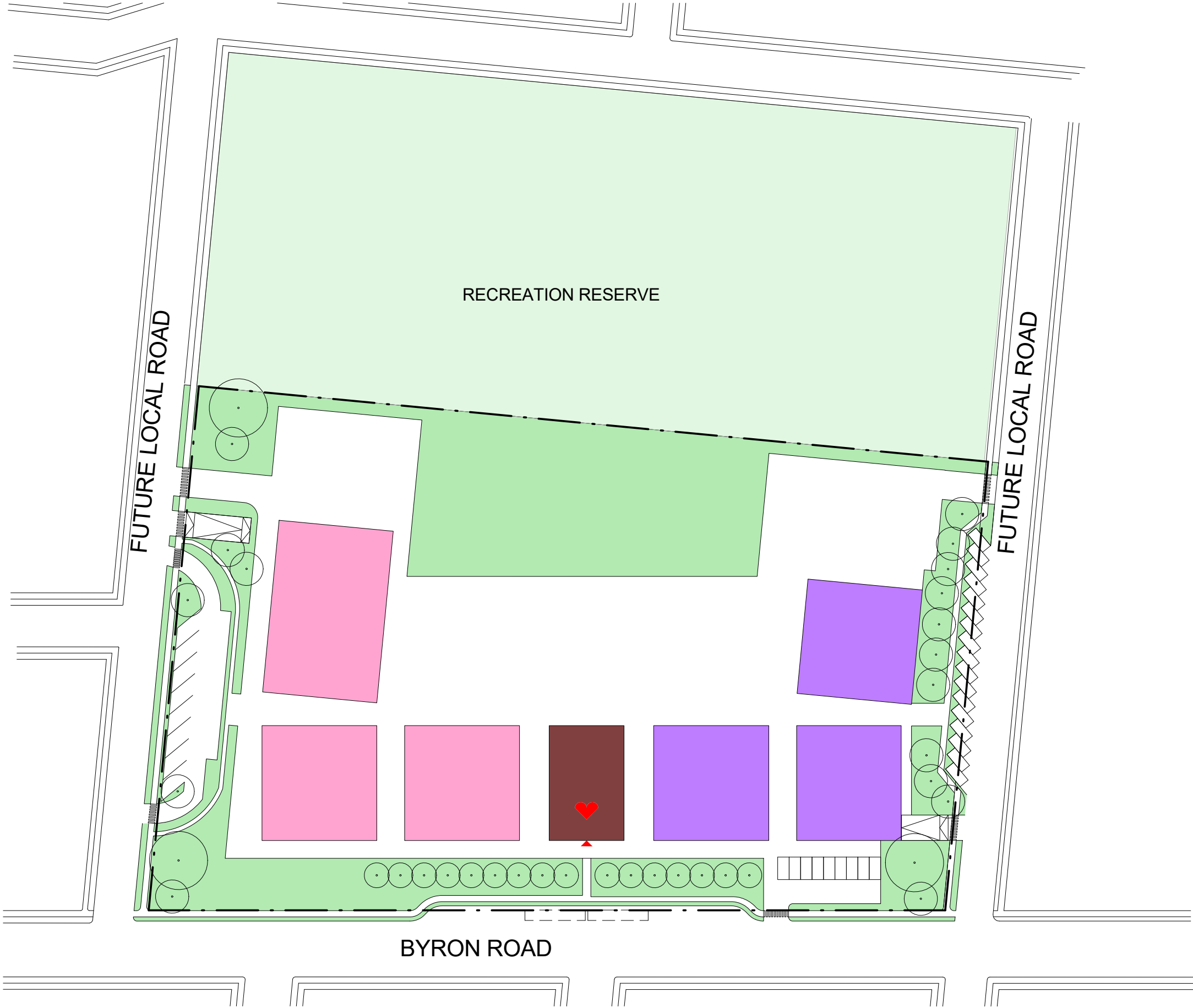
ARRAY MODULE ACROSS SITE

CORE 21 PRIMARY

18 HOME BASES
LIBRARY
COMMUNITY ROOMS

3 STREAM SECONDARY

20 GENERAL LEARNING AREAS
SCIENCE
FOOD TECHNOLOGY
WOOD TECHNOLOGY
TECH MAKER
STEM
AUDITORIUM
MUSIC
ART
DRAMA
DESIGN AND TECHNOLOGY
LANGUAGE



MASTER PLAN

ADD CIRCULATION

CORE 21 PRIMARY

18 HOME BASES
LIBRARY
COMMUNITY ROOMS

3 STREAM SECONDARY

20 GENERAL LEARNING AREAS
SCIENCE
FOOD TECHNOLOGY
WOOD TECHNOLOGY
TECH MAKER
STEM
AUDITORIUM
MUSIC
ART
DRAMA
DESIGN AND TECHNOLOGY
LANGUAGE



MASTER PLAN

- ADD LINKS BETWEEN MODULES
- LINKS TO BE PERMEABLE ACCESS POINTS BETWEEN THE MAIN BUILDINGS AND TO INCLUDE
- ENTRY AND EXIT POINTS TO SCHOOL AND PLAY AREA
- AMENITIES AND OTHER COMMON FACILITIES
- VERTICAL CIRCULATION



PRECEDENTS - LINKS

- ADD LINKS BETWEEN MODULES
- LINKS TO BE PERMEABLE ACCESS POINTS BETWEEN THE MAIN BUILDINGS AND TO INCLUDE
- ENTRY AND EXIT POINTS TO SCHOOL AND PLAY AREA
- AMENITIES AND OTHER COMMON FACILITIES
- VERTICAL CIRCULATION



IMAGES: CLOCKWISE FROM TOP LEFT: Hillingdon Ascham School, Tzannes Associates, Timber School in Kuhmo, Finland, Alt Architects + Architecture Office Karsikas, Hillingdon Ascham School, Tzannes Associates



MASTER PLAN

PRIMARY AND SECONDARY HALLS
ORIENT TO THE RESERVE TO CONNECT TO
PUBLIC OPEN SPACE



MASTER PLAN

SHARED CAFE WITH SECONDARY LIBRARY
OVER ACT AS SEPARATION POINT BETWEEN
PRIMARY AND SECONDARY PLAY AREAS



MASTER PLAN

INTRODUCE WATER LINK FROM MAIN ENTRY
THROUGH HEART OF SCHOOL TO CAFE



MASTER PLAN

PRIMARY AND SECONDARY PLAY COURTS



MASTER PLAN

PRIMARY AND SECONDARY BEFORE AND
AFTER SCHOOL ENTRY AND EXIT POINTS



MASTER PLAN

FACADE DEFINITION FROM MODULES

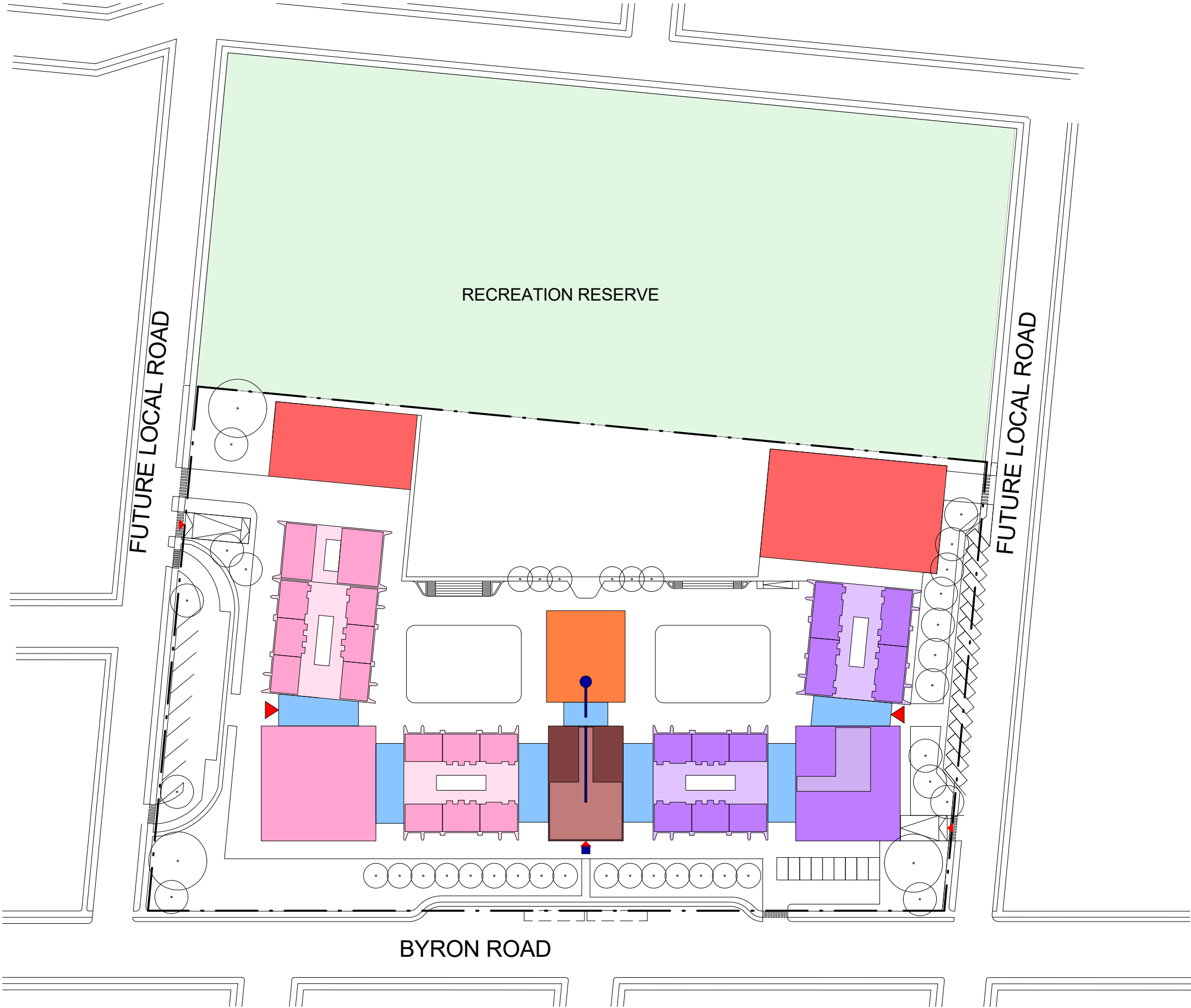
GROUND FLOOR



MASTER PLAN

FACADE DEFINITION FROM MODULES

FIRST FLOOR

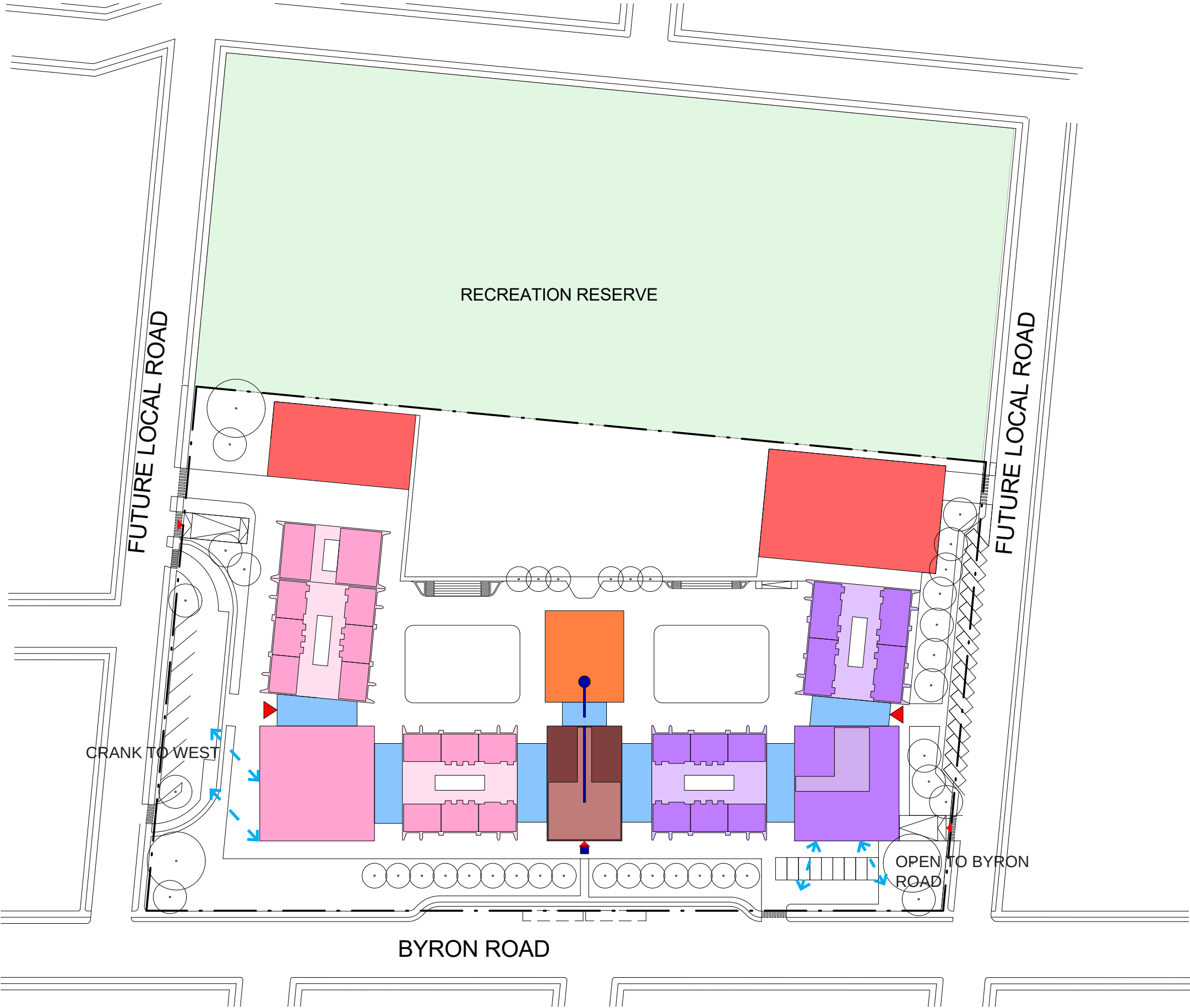


MASTER PLAN

SPECIAL CORNERS

SOUTH - MULTI PURPOSE ROOM
CRANKED TO FACE WEST

WEST - LECTURE THEATRE GLAZING TO
BYRON ROAD

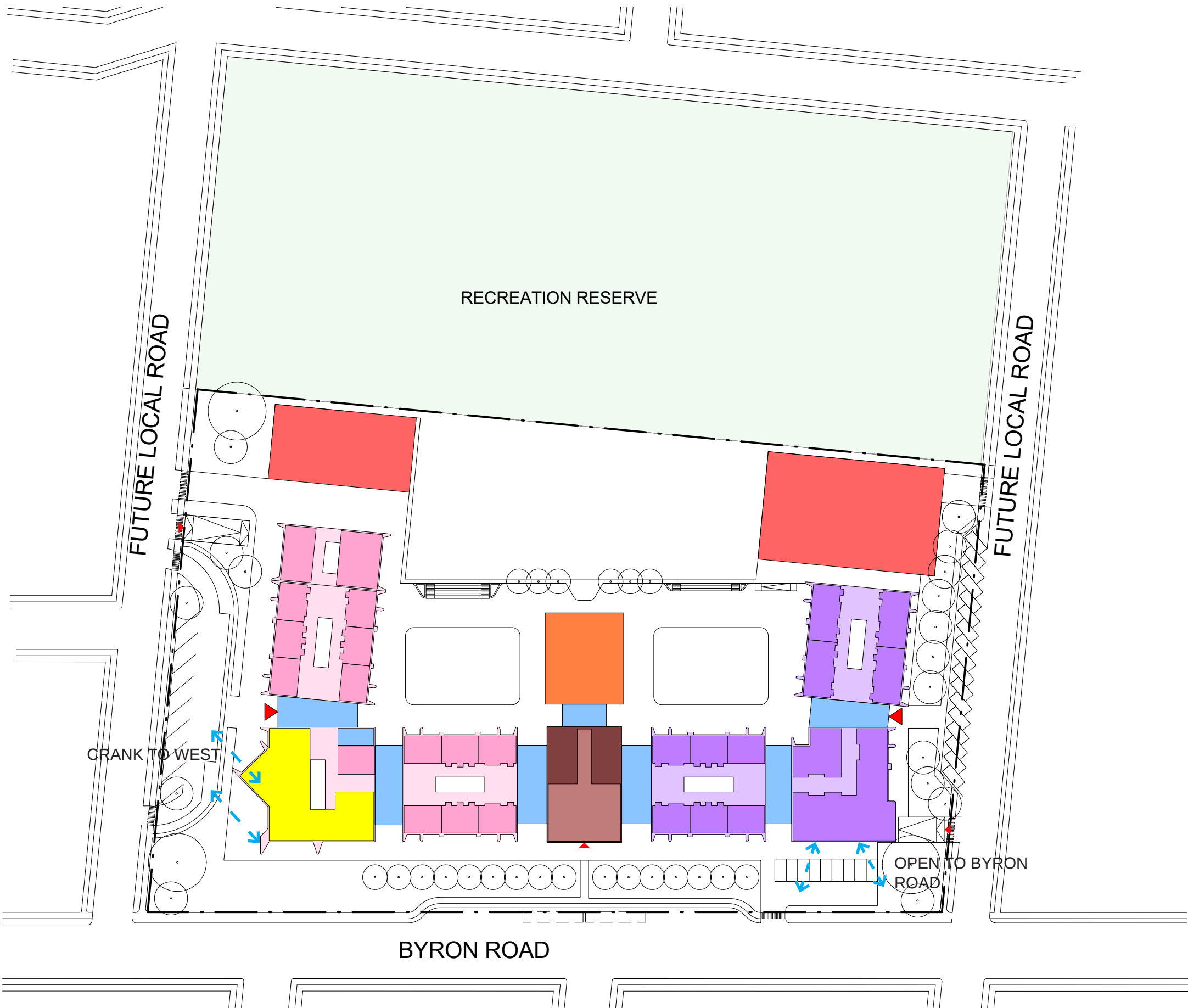


MASTER PLAN

SPECIAL CORNERS

SOUTH - MULTI PURPOSE ROOM
CRANKED TO FACE WEST

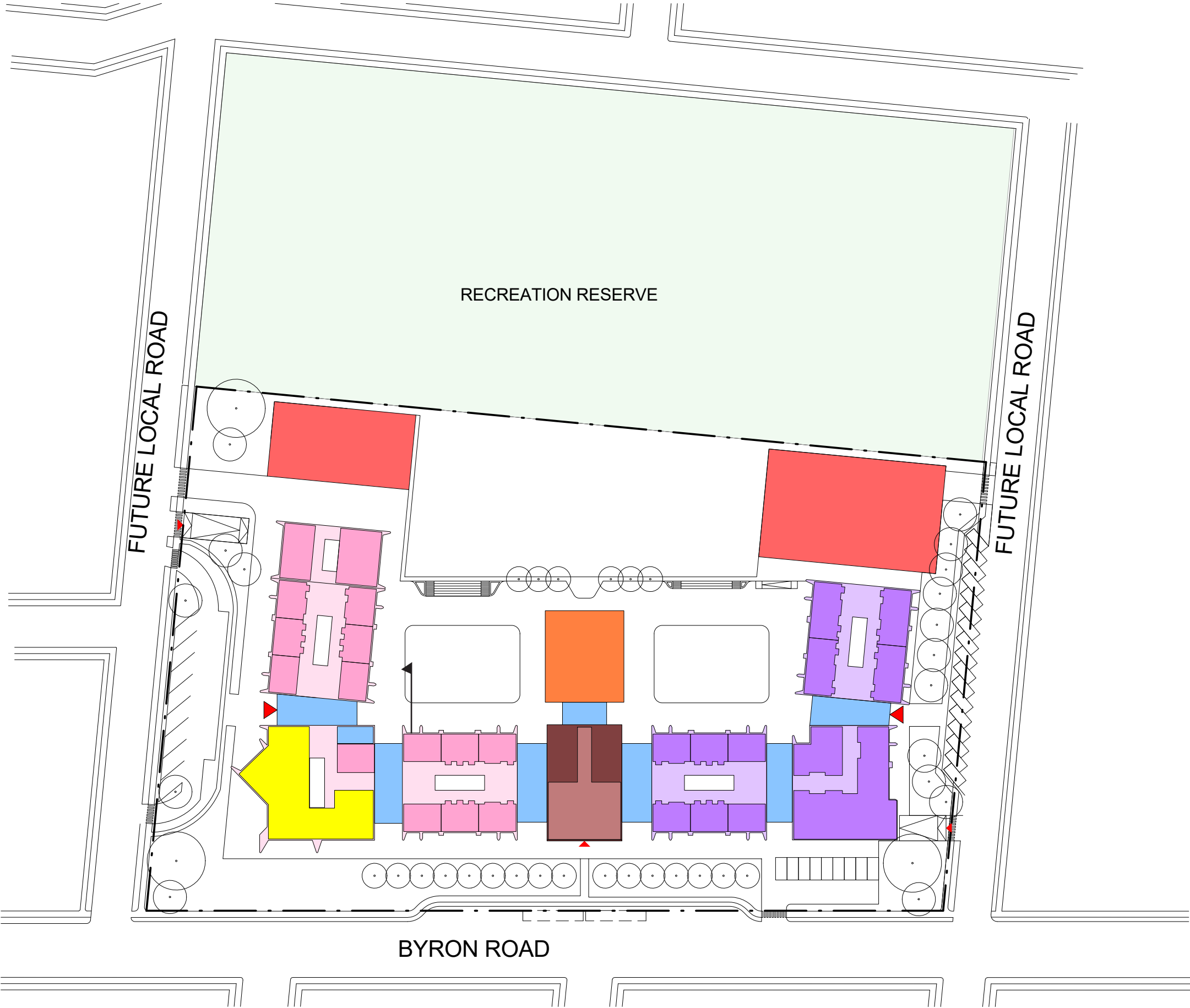
WEST - LECTURE THEATRE GLAZING TO
BYRON ROAD



MASTER PLAN

CROSS SECTION

- HOW TO HANDLE DOUBLE LOADED CORRIDOR



CROSS SECTION

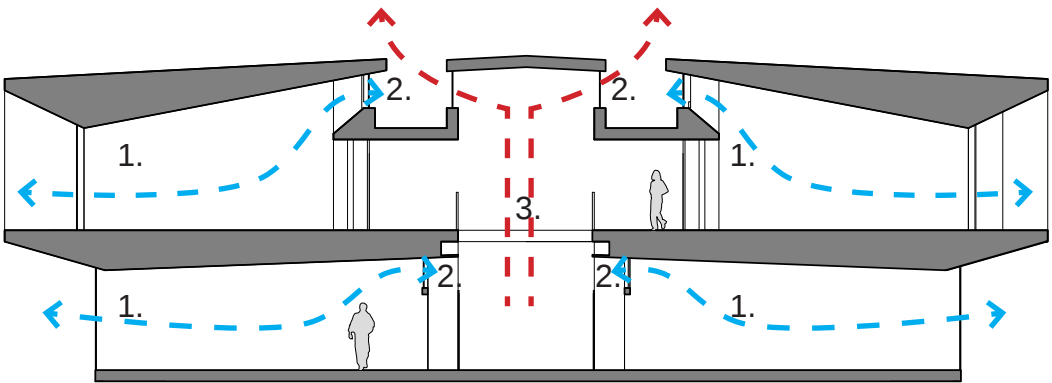
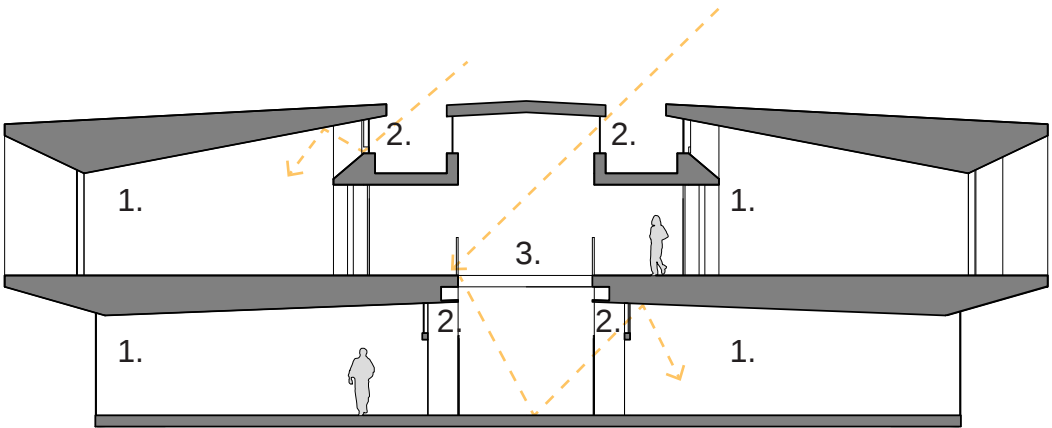
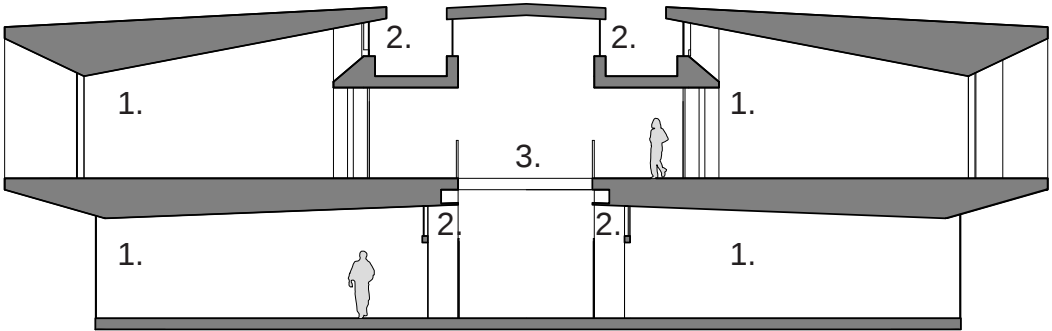
TWO STOREY

- 1. HOME BASE/ GENERAL LEARNING AREA
- 2. OPERABLE HIGHLIGHT WINDOWS
- 3. VOID

DIRECT AND BORROWED LIGHT 

CROSS VENTILATION 

STACK EFFECT HOT AIR DISCHARGE 



PRECEDENTS
HIGHLIGHT ROOF OVER VOID
WARM MATERIAL PALETTE



IMAGES: Timber School in Kuhmo Finland , Alt Architects + Architecture Office Karsikas, Hillingdon Ascham School, Tzannes Associates

MASTER PLAN

COURTYARD TERRACE

- HOW TO DEAL WITH 2.5 - 3m HEIGHT
DIFFERENCE AT CORNER



MASTER PLAN

COURTYARD TERRACE

- HOW TO DEAL WITH 2.5 - 3m HEIGHT DIFFERENCE AT CORNER
- CREATE TERRACED COURTYARD



MASTER PLAN

SECURITY TREATMENT



MASTER PLAN

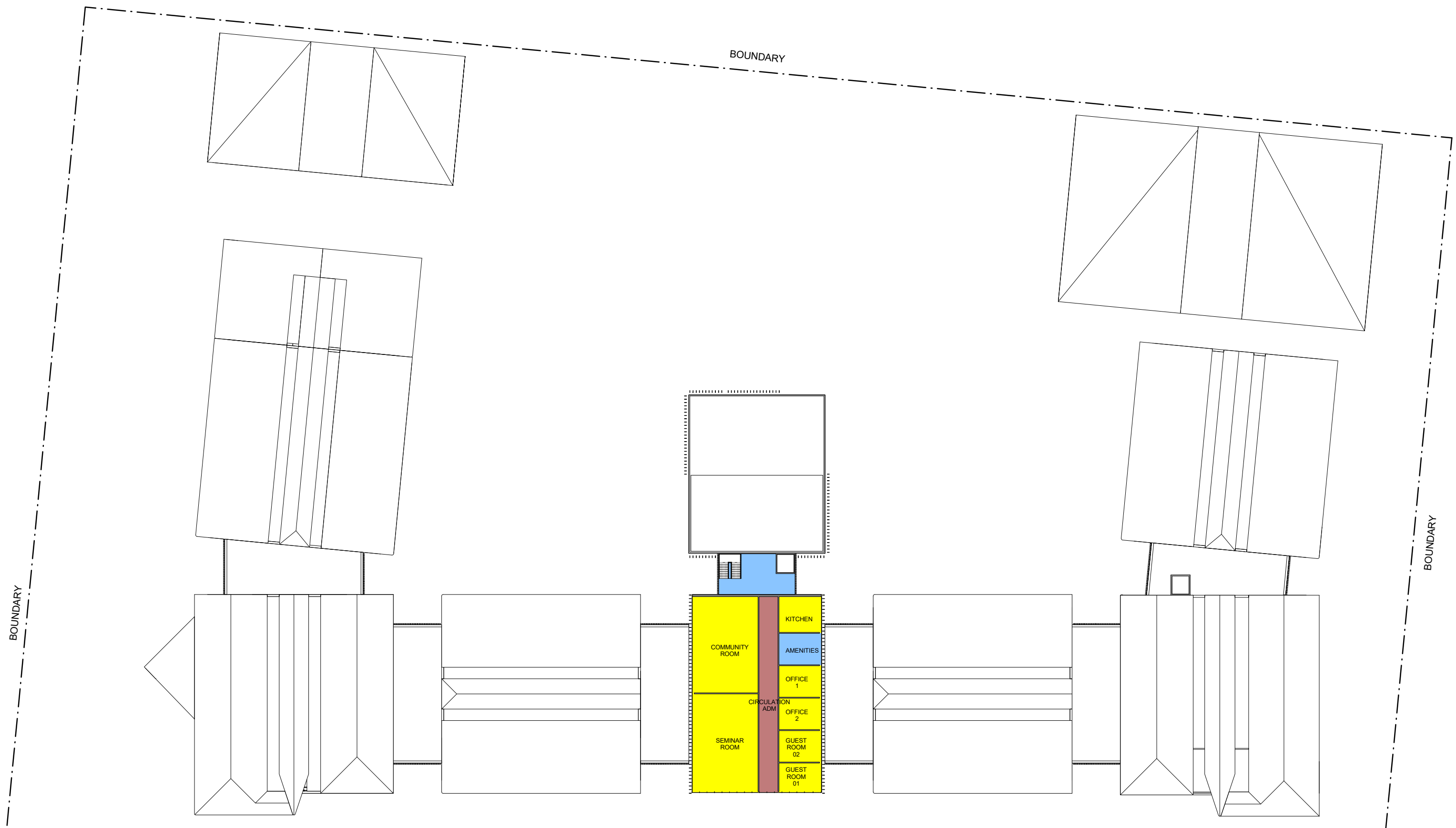
SECURITY TREATMENT

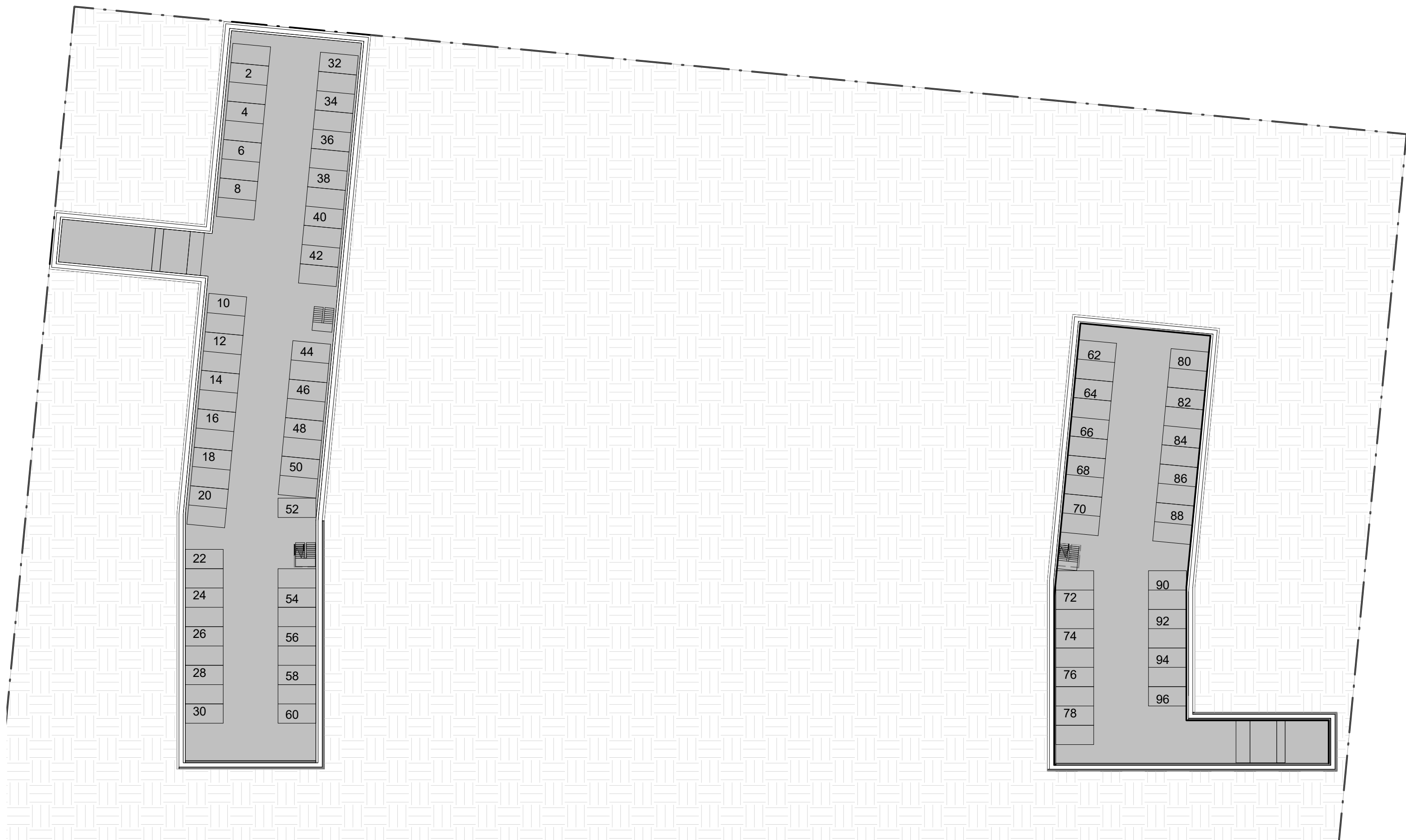
- FENCE AROUND PRIMARY SCHOOL PLAY AREA AND AGAINST RECREATION RESERVE
- BUILDING AS SECURITY LINE FOR SECONDARY SCHOOL AND HEART OF SCHOOL











ELEVATIONS

MATERIALS TBC



NORTH



EAST

ELEVATIONS

MATERIALS TBC



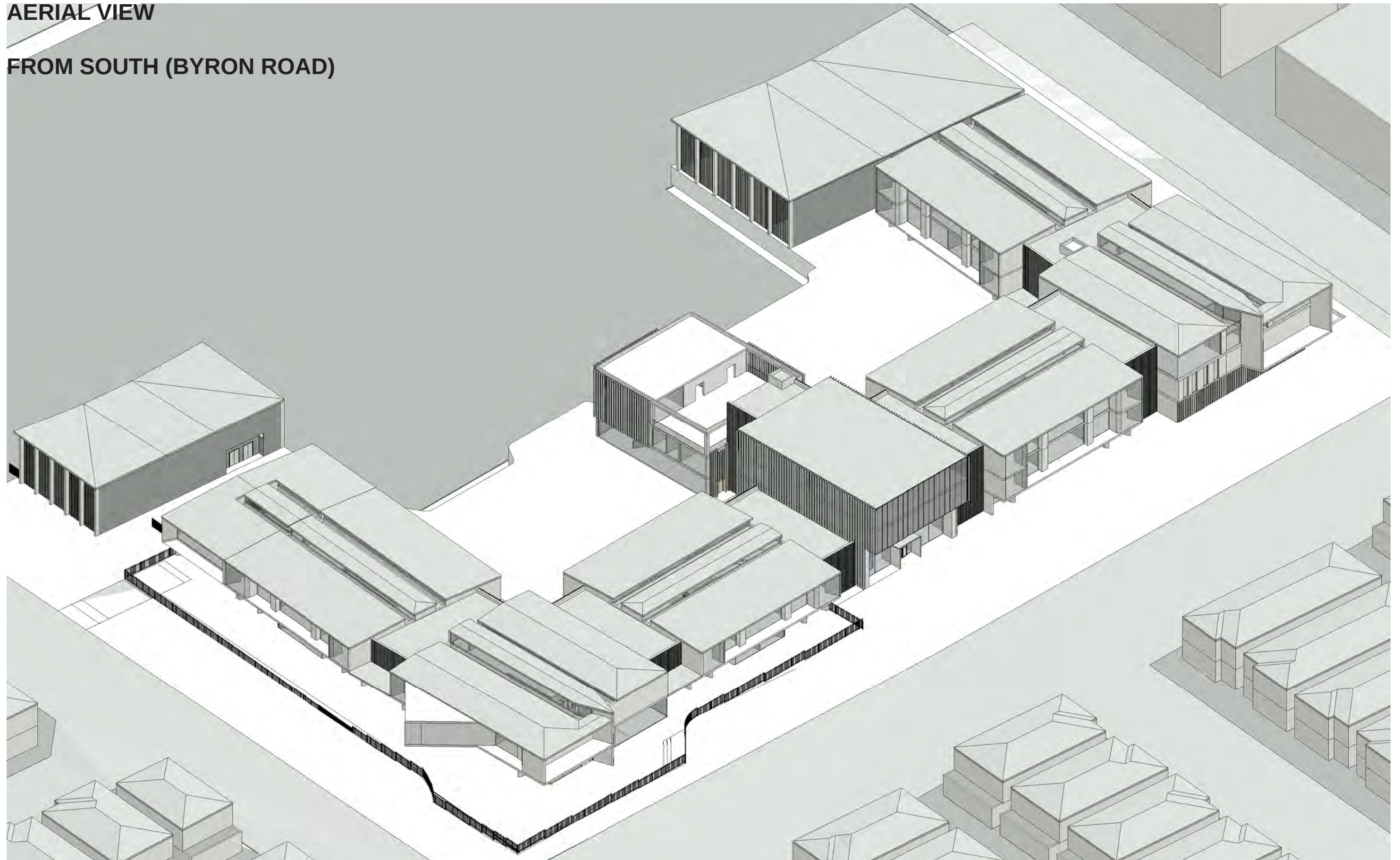
SOUTH



WEST

AERIAL VIEW

FROM SOUTH (BYRON ROAD)



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Job N°: A1803

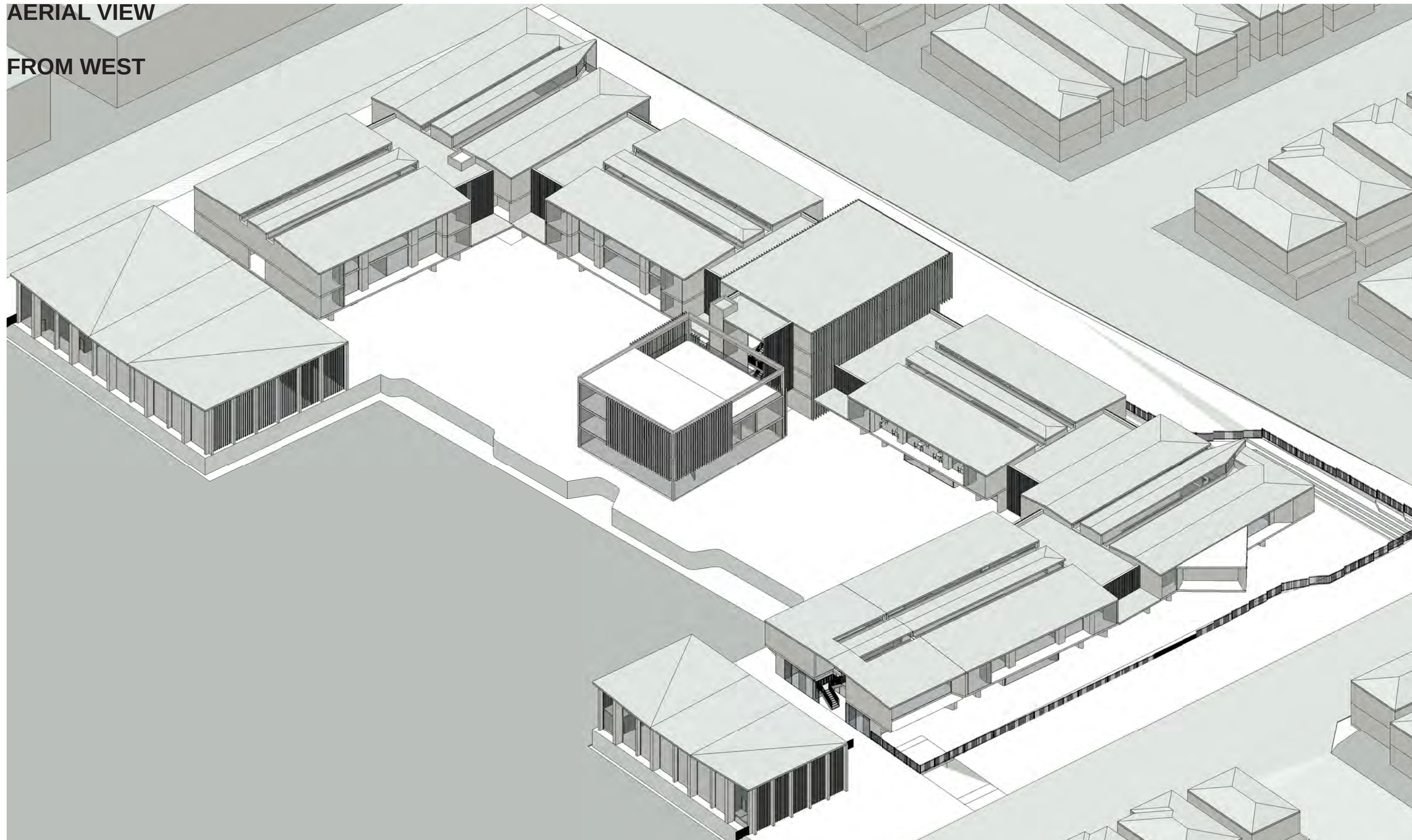
ON ORIGINAL SHEET

AMITY COLLEGE LEPPINGTON CAMPUS

MASTER PLAN 2018

AERIAL VIEW

FROM WEST



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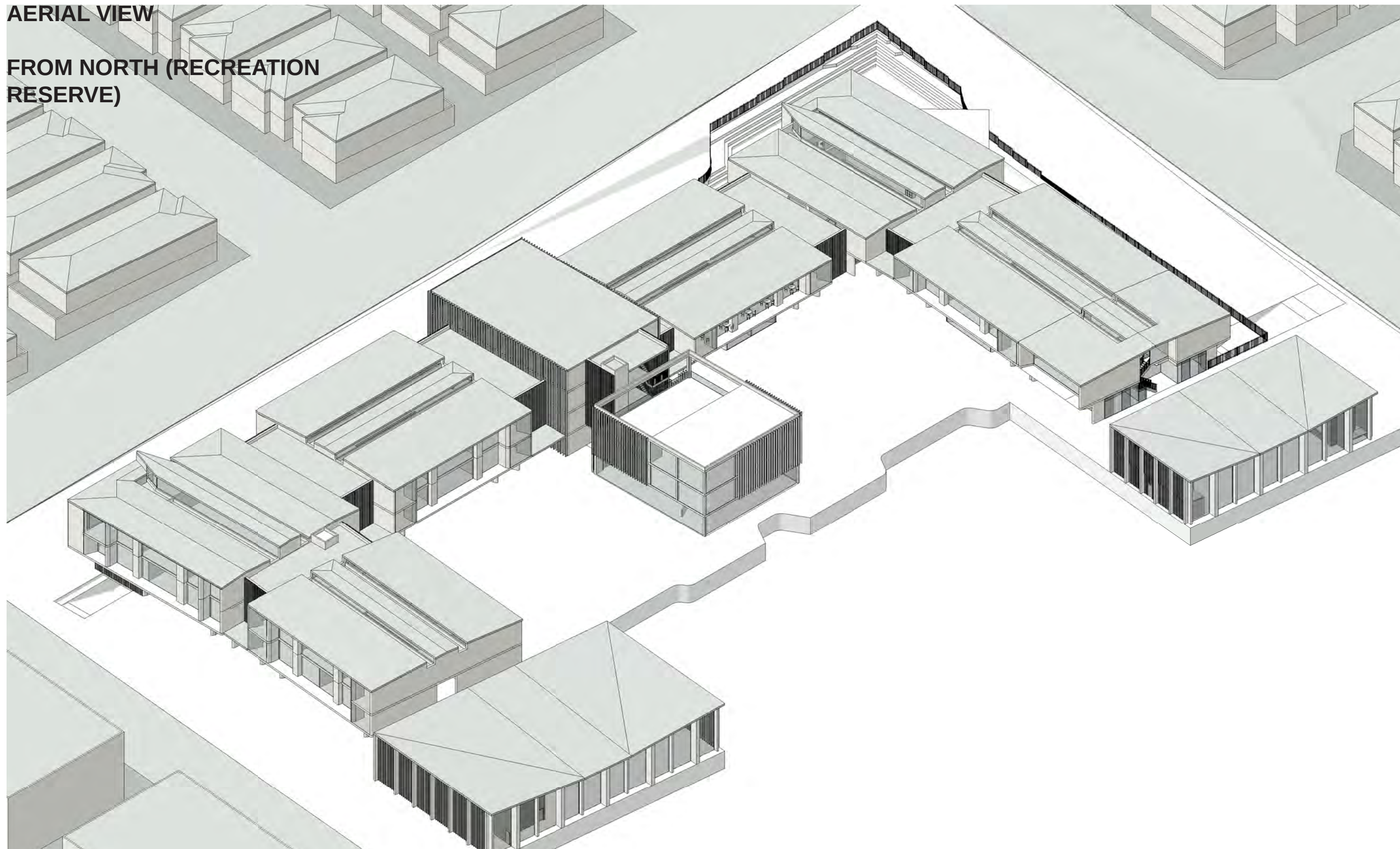
ON ORIGINAL SHEET

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MASTER PLAN 2018

AERIAL VIEW

**FROM NORTH (RECREATION
RESERVE)**



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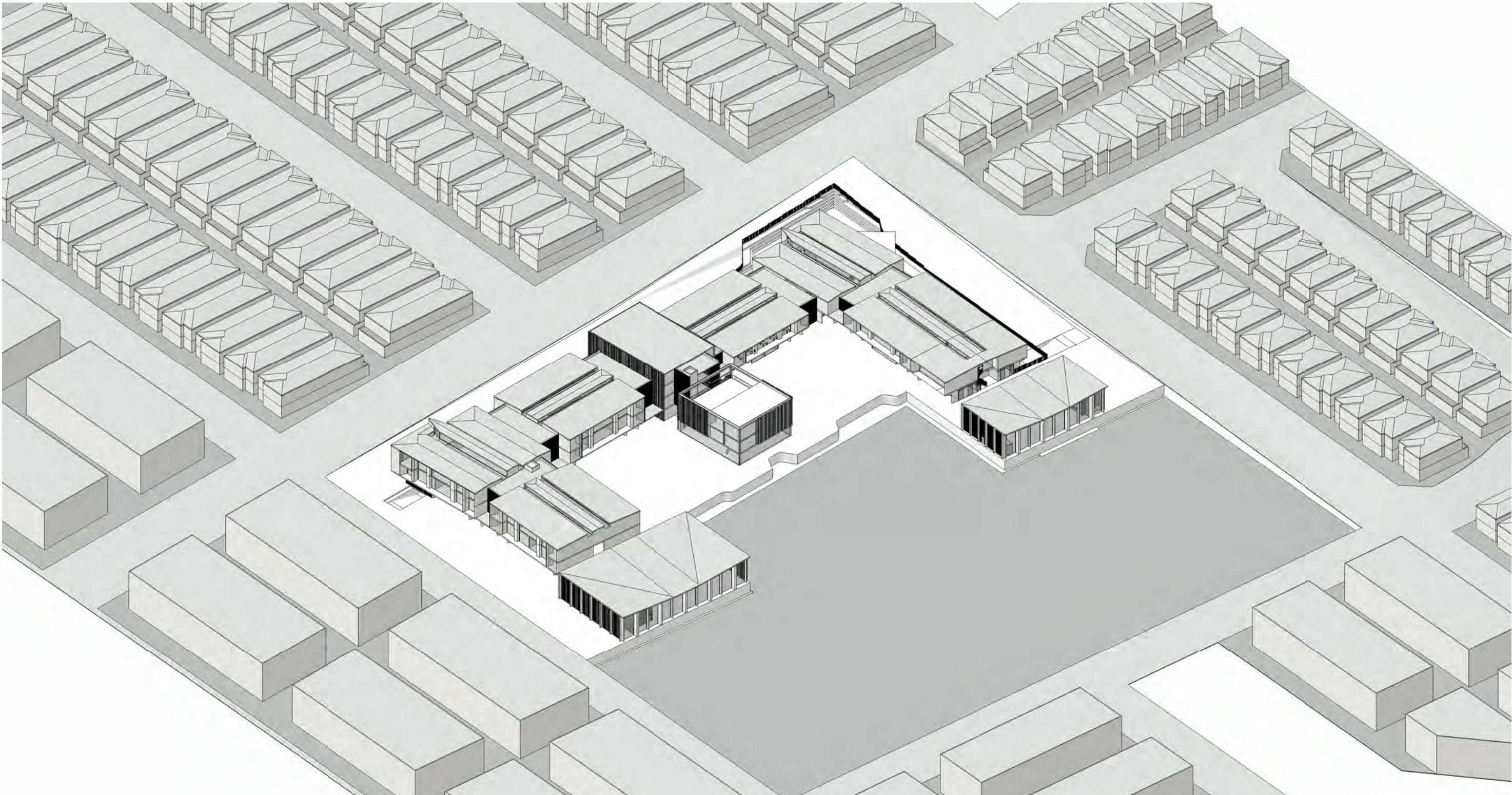
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MASTER PLAN 2018

AERIAL VIEW

CONTEXT



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MASTER PLAN 2018

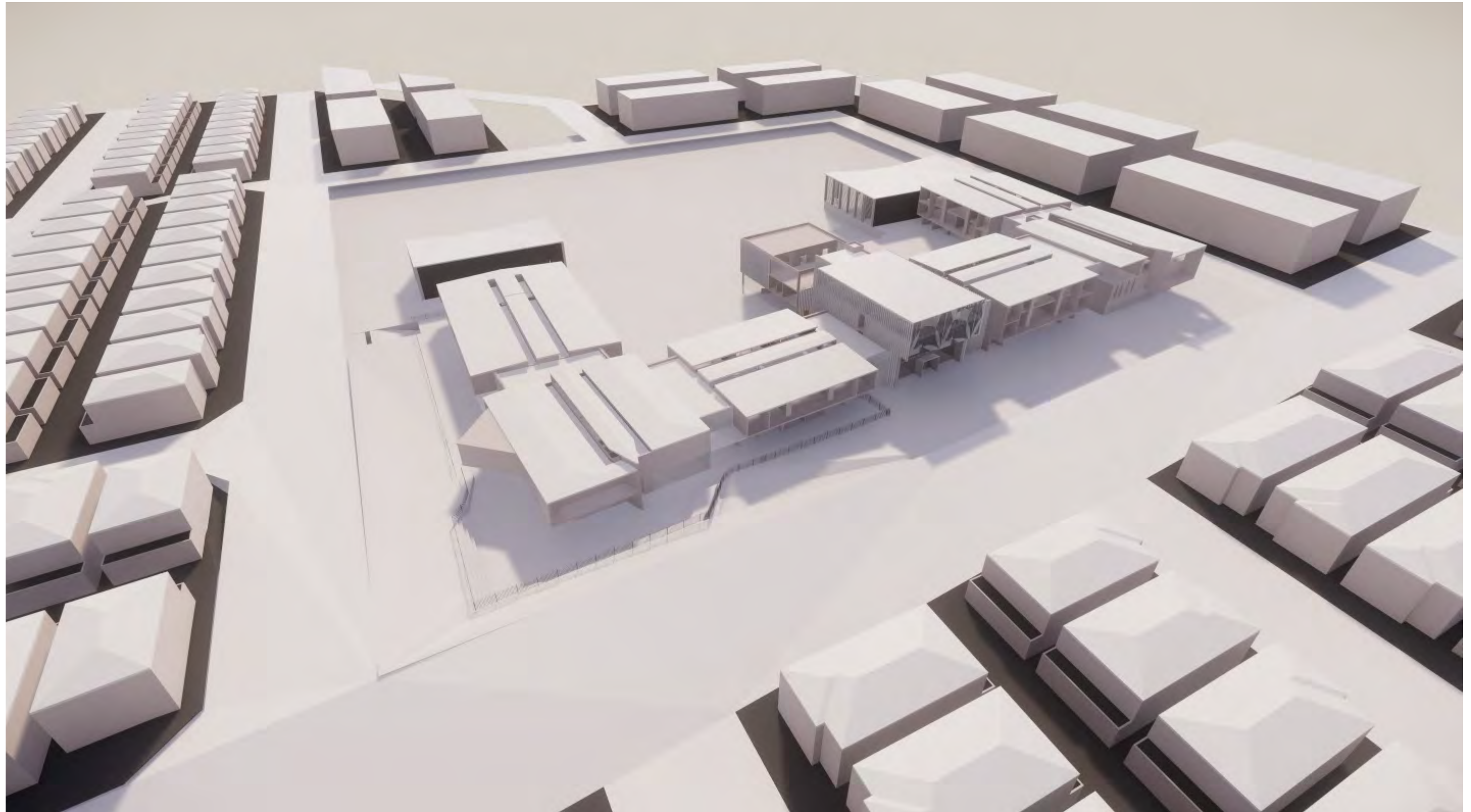
PERSPECTIVE
BYRON ROAD



PERSPECTIVE
PRIMARY PLAY GROUND



PERSPECTIVE AERIAL FROM BYRON ROAD



DESIGN GUIDE FOR
SCHOOLS

1

DESIGN CONSIDERATIONS

CONTEXT, BUILDING FORM AND LANDSCAPE

- Leppington Priority Precinct
- Aboriginal Heritage Report
- Medium and low density residential
- Local and feeder roads
- Landscape – shelter, play, learning
- Place in Leppington area - other schools, transport, local centre, public facilities

DESIGN GUIDE FOR
SCHOOLS

2

DESIGN CONSIDERATIONS

SUSTAINABLE, EFFICIENT AND DURABLE

- Climate –sun, wind and aspect
- Modular, adaptable design, durable materials
- Integrated landscape - inside/outside relationships
- Natural light and ventilation
- Reduced waste
- Transport opportunities



DESIGN GUIDE FOR
SCHOOLS

3

DESIGN CONSIDERATIONS

ACCESSIBLE AND INCLUSIVE

- Security - clear yet unobtrusive
- School and community engaged in development of the school
- Passive and active play for different age groups
- Connection to local park. Encourage out of hours community use
- Clear circulation – integrated into pedagogical approach
- Accessibility for all users

DESIGN GUIDE FOR
SCHOOLS

4

DESIGN CONSIDERATIONS

HEALTH AND SAFETY

- Natural light and ventilation
- Separation of vehicles and pedestrians
- Covered play areas, covered external accessways
- Separation of school in out of hours use
- Toilet facilities

DESIGN GUIDE FOR
SCHOOLS

5

DESIGN CONSIDERATIONS

AMENITY

- External play areas – light, wind and shade
- Visual outlooks
- Indoor/outdoor relationships
- Informal/formal learning areas
- Planting and setbacks
- Noise – acoustic report

DESIGN GUIDE FOR
SCHOOLS

6

DESIGN CONSIDERATIONS

WHOLE OF LIFE, FLEXIBLE AND ADAPTIVE

- Modular design provides for future change
- Multiple use and flexibility
- Stormwater control, flooding
- Flora and fauna
- Leppington Priority Precinct future growth Sydney Regions Growth Centres SEPP
- Flexible learning spaces – collaboration, specialty focus, quiet/active spaces



DESIGN GUIDE FOR
SCHOOLS

7

DESIGN CONSIDERATIONS

AESTHETICS

- Flexible buildings provide a variety of spaces for different types of learning and activities
- Engage with the surrounding streets in a variety of ways
- Building form composition – variety of materials and forms
- Landscape integrated with building
- Natural light and ventilation. Building services integrated in design – opportunities for learning
- Art/water/heart of school