

WENTWORTHVILLE PUBLIC SCHOOL

State Design Review Panel – Response to Advice Schedule

Item No.	SDRP Advice	Response
1 – Site Strategy		
	<p>The Panel generally supports the preferred masterplan option as presented, including:</p> <ul style="list-style-type: none"> - built-form: massing, bulk/scale and site distribution, relative to the site topography and urban qualities of the surrounding streets; e.g at the west – single storey building envelopes that respond to the low density residential streets and at the east – the 3 storey Block G addressing the (nominal) 4 to 6 storey residential development and civic character of Station St. - site entries that: <ul style="list-style-type: none"> - are safe, engaging & easily recognisable - facilitate equitable access/circulation - balance the requirements of separation & integration within the School programme (e.g Special Needs & community uses). - reduce perimeter fencing - integration of open space with learning spaces and covered gathering areas (e.g relocating major outdoor play spaces to the centre of the site) - reducing impacts on the quantity of open space (e.g no increase in existing car parking). 	<p>These comments are noted.</p>

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1a	Relative to the proposed site strategy, the Panel does not support: the contiguous massing of Block G and the resulting 'street wall' effect	<p>Consideration was given in the early planning to creating an open area at the corner of Station St and Fullagar Rd, but this was not supported by the school because it didn't support the relationships and connectivity that was required between the teaching spaces.</p> <p>The arrangement of classes within the building G footprint does not allow for a separation to be created within the planning – this would dislocate the relationships between the teaching spaces.</p> <p>While the bulk of the new home bases is proposed to be accommodated in Block G, the 3 storey building that faces Station St and Fullagar Rd, consideration has been given to the articulation of the façade to reduce the apparent scale. We believe that the articulation of the Station Street frontage is in keeping with many of the forms and massing of the multi-residential developments along Station Street.</p> <p>As a result, we consider the current design is an appropriate response to the site development in accordance with the functional and educational requirements of the Department of Education.</p>
1b	the building expression (façade and roof) at the corner of Block G	<p>The corner of Block G at the corner of Station Street and Fullagar Road presents a major opportunity to present the redeveloped school to the community. Consideration was given to making this corner element distinct from the rest of the Block G façade. The screened façade and roof overhang is consistent with the intention of addressing this important intersection in Wentworthville with a strong corner element.</p> <p>As a result, we consider the current design is appropriate.</p>
1c	the covered amphitheatre and associated gathering spaces at Block G	The Panel's comments regarding the Block A "courtyard" have been considered and the design has been revised to remove the "tower" element and open the courtyard area.
1d	the general design quality of the Block G Courtyard	The removal of the "tower" element increases solar access and ventilation to the Block G corner home bases and improves circulation.
1e	the strategy of retaining the 2 site entries at Monash St	<p>This is noted.</p> <p>While the new building addresses Station Street, it was felt that it was not appropriate to provide the main access to the due to the frequent traffic movements on this street and concerns over pedestrian safety.</p> <p>The main pedestrian access points to the site are, therefore, proposed from the other surrounding streets – Monash and Fullagar Road.</p> <p>The main pedestrian entry and the secondary public access to the Hall building are provided off Fullagar Road and secondary pedestrian gates are provided off Monash Street in order to provide connections to the Kiss and Drop area.</p> <p>We consider the current design is appropriate and satisfactory in accordance with the requirements of the Department of Education requirements.</p>

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2 – Block G – Form, Expression and Massing		
2a	<p>To fully realise the opportunity to present the School's civic identity within its street context, the Panel recommends:</p> <p>breaking up the contiguous massing and increasing the visual permeability of the building (e.g opening up the corner and providing greater connectivity at ground level, including consideration of a site entry to the Station Street corner).</p>	<p>Consideration was given in the early planning to creating an open area at the corner of Station St and Fullagar Rd, but this was not supported by the school or the Project Reference Group (PRG)</p> <p>The arrangement of classes within the building G footprint does not allow for a separation to be created within the planning – this would dislocate the relationships between the teaching spaces.</p> <p>The site planning response balanced the brief of expanding the school to accommodate up to 1000 students and providing each student with 10m2 play area. Breaking of the building would result in play area lower than required by the requirements of the Department of Education.</p> <p>As a result, we consider the current design is appropriate and in keeping with the requirements of the Department of Education.</p>
2b	<p>revising the expression of the building at the street corner (curved façade and associated roof) to be less evocative of a commercial building and more representative of a significant public building</p>	<p>The corner of Block G at the corner of Station Street and Fullagar Road presents a major opportunity to present the redeveloped school to the community. Consideration was given to making this corner element distinct from the rest of the Block G façade. The screened façade and roof overhang is consistent with the intention of addressing this important intersection in Wentworthville with a strong corner element.</p> <p>As a result, we consider the current design is appropriate.</p>
2c	<p>The design approach to the façade is generally supported, noting the intent to represent the internal planning. In this context the Panel recommends greater development of this façade strategy including:</p> <p>using clear and legible components and spacings that represent student scale elements</p>	<p>The Panel's recommendation to develop the components and spacings of the façade to represent more of a student scale has been considered. We propose to develop façade screen framing which would break the larger areas of screening down into more horizontal, smaller scale elements.</p> <p>Consideration has been given to the articulation of the façade to reduce the apparent scale. This articulation incorporates “pop out” sections to the facades and “pop up” sections to the roof to reduce the scale of the building and help generate a village-like range of elements.</p>
2d	<p>detailing that promotes sustainability and durability</p>	<p>Façade materials have been selected to be hard wearing and long lasting. As the details are developed further the sustainability of materials and their use will also be considered (ie. minimising wastage and using recycled content). Selections have been made to comply with the Department of Education's requirements for maintenance.</p>

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3 – Block G - Courtyard		
3a	<p>The Panel does not support the overall design quality of the courtyard and covered amphitheatre. Noting its important role in supporting Blocks A (existing) and G with: gathering, circulation and outdoor play/learning. The Panel recommends further analysis and design development to include:</p> <p>understanding and responding to, solar access and shading requirements</p>	<p>The Panel's comments regarding the Block A "courtyard" have been considered and the design has been revised to address the panel's comments and remove the "tower" element to increase solar access and ventilation to the Block G corner home bases while opening the courtyard area.</p>
3b	<p>greater visual openness and transparency in the façade/materials strategy of walkways and the covered amphitheatre.</p>	<p>The removal of the Block G "tower" element created the opportunity to increase the width of the Level 2 and 3 verandahs at what would have been a congested corner. The balustrade of these extended verandahs has been developed to create a two storey curved screen element that serves to create a focal point for teaching or presentations occurring in the amphitheatre area.</p>
3c	<p>promoting: visual connections, interaction and supervision between the courtyard's key elements (amphitheatre, walkways and outdoor spaces).</p>	<p>The removal of the Block G "tower" element created a more open courtyard space with better visual connections, interaction and supervision opportunities.</p>
3d	<p>The amphitheatre's corner location and the general amenity of its gathering spaces is not supported. The Panel recommends an alternative location and general arrangement that:</p> <p>improves circulation and the relationship with internal learning spaces.</p>	<p>The removal of the Block G "tower" element and its associated outdoor learning areas reduces potential circulation congestion at the junction of the main verandahs. New outdoor learning areas have been created at Levels 2 and 3 by extending the verandahs of the east wing of Block G to the south.</p>
3e	<p>improves solar access, daylighting and acoustic performance.</p>	<p>The removal of the Block G "tower" element improves solar access and ventilation to the Block G corner home bases. It also reduces the potential disruptive noise sources of outdoor group learning activities adjacent to the corner indoor home bases.</p>

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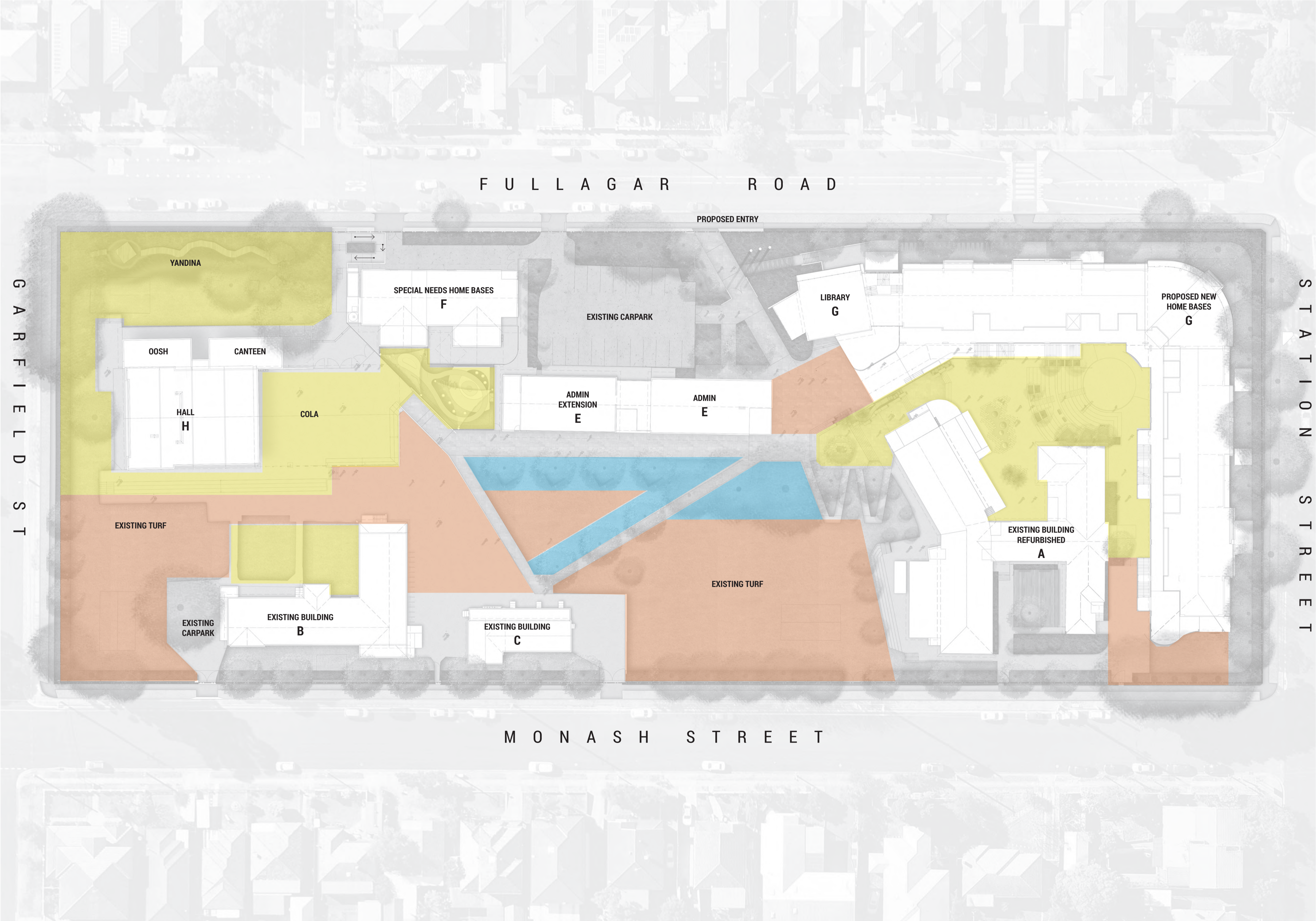
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4 – School Entries		
4a	<p>The Panel recommends:</p> <p>a single entry at Monash St, to maximise the opportunity for soft landscaping and provide a more readily recognisable entry (between existing buildings) with a clear, direct connection to the covered open learning space (COLA).</p>	<p>Refer to comment in Item 1e above. Given this we believe that all the proposed gates are necessary in accordance with the requirements of the Department of Education.</p>
	<p>consideration of the orientation and façade treatment of the Library at Fullagar Rd, to provide greater distinction from the remainder of Block G. This will promote the sense of arrival and the Library's entry marker qualities</p>	<p>The Panel's comments regarding the re-orientation of the "cranked" Library element at the west end of Block G have been considered. The design intention is to form a transition between the Fullagar Road façade and the angled entry. Cranking the Library to 30 degrees (ie square with the entry path) would create a harsh disjointed connection. It would also have a negative impact on the function of the internal spaces of the Library. We believe the current angle to the Library element is appropriate and that the "pop out" section to the west provides the opportunity for school signage that helps create the school's entry marker element.</p>
	<p>consideration of a Station Street site entry, to provide a civic address for the School</p>	<p>As mentioned above in Item 1e it was not considered appropriate for a main site access point to be provided from Station Street due to concerns over child safety as a result of the volume of traffic on the street.</p>
5 - Block G - Sustainability		
5a	<p>The Panel emphasises the importance of the project's sustainability strategy, to provide the School with a long term foundation for climate resilience and environmental performance. This will significantly contribute to the School's needs for learning, working and gathering.</p> <p>In this context the Panel encourages the exploration and development of all appropriate sustainability measures during the design process, coupled with support and rigor in delivery.</p> <p>The Panel notes the commendable approach to sustainability at the building envelope and façade of Block G.</p>	<p>This is noted. The issues discussed above are noted and will be reviewed and considered further as the detailed design is progressed. Our processes also require internal design reviews to be undertaken at regular intervals in order to improve design excellence.</p>

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6 - Landscape Design		
6a	<p>The Panel recommends: greater understanding of the potential range outdoor activities and further development of hard landscaping layout relative to these activities, Specifically at the central and western portions of the site. Taking into consideration:</p> <ul style="list-style-type: none"> - improving circulation routes (as noted below) - establishing an appropriate range of activities derived from consultation with staff, students and parents. 	<p>The proposed Landscape Plan has been presented to the school and feedback from this was incorporated into the Landscape Architect's final SSDA documentation. The Landscape Plan includes a range of external finishes covering hard and soft landscaping. Please refer to the attached diagram outlining the intended uses of the play areas on the site – Refer to Landscape Architects Drawing LDA-13.</p>
6b	<p>increasing the quantity of soft landscaping through optimising the balance between hard and soft landscaping at circulation routes and intersections.</p>	<p>These comments are noted. The layout of the landscaped spaces, play spaces and circulation paths have been reviewed with the school.</p> <p>Based on this review the school prefers the retention of the diagonal pathway across the central grassed area as it provides a direct and functional pedestrian connection from Block E to Blocks B and C. It also serves to create separate play zones in the open turf area that allows for variety in the type of play spaces that can be accessed by different groups of students.</p>
	<p>The Panel notes the importance of clear, direct circulation and wayfinding for children (including changes in level). Any further design development should consider this principle relative to the constraints of site falls and existing buildings.</p>	<p>This comment has been noted. These issues will be considered further as the design progresses in future phases in accordance with the Department of Education's landscape standards and requirements.</p>



LEGEND

- Active and passive play opportunities
- Passive play opportunities
- Active play opportunities