

Meadowbank Education and Employment Precinct Schools Project

Landscape Design Report

SSD 18_9343

Prepared by Urbis

For School Infrastructure NSW

11th October 2019



ISSUE AUTHORISATION

Document title: Meadowbank Education and Employment Precinct Schools
Landscape Design Report

Document No.: MSP-UR-LA-004

Project No.: ND2289

Prepared for: School Infrastructure NSW

Date: October 2019

Author: David MacNish

Reviewed: Mark Kuhne

Rev	Date	Purpose	Prepared	Reviewed
01	20.07.18	Draft SSDA	JK	MK
02	06.08.18	SSDA	JK	MK
03	10.08.18	SSDA	JK	MK
04	24.08.18	SSDA	JK	MK
05	05.09.18	SSDA	CG	MK
06	15.03.19	SSDA	DM	MK
07	09.04.19	SSDA	DM	MK
08	18.04.19	SSDA	DM	MK
09	23.04.19	SSDA	DM	MK
10	02.05.19	SSDA	DM	MK
11	06.06.19	SSDA Final Issue	DM / JT	MK
12	13.06.19	SSDA Final Issue	DM / JT	MK
13	30.09.19	SSDA Final Issue	JT	MK
14	11.10.19	SSDA Final Issue	DM	MK

© Urbis 2017

This publication is subject to copyright. Except as permitted under the *Copyright Act 1968*, no part of it may in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) be reproduced, stored in a retrieval system or transmitted without prior written permission. Enquiries should be addressed to the publishers.

CONTENTS

●

PART A

LANDSCAPE DESIGN REPORT

1.0 LANDSCAPE DESIGN VISION

2.0 LANDSCAPE DESIGN CONCEPTS

4

5

12

●

PART B

LANDSCAPE COMPONENTS & MATERIALS

3.0 KIT OF PARTS

24

25

●

PART C

APPENDICES

1: LANDSCAPE ARCHITECTURE DETAIL PLANS

2. UAP PUBLIC ART STRATEGY

36

EXECUTIVE SUMMARY

This Landscape Report has been prepared by Urbis on behalf of the NSW Department of Education (the Applicant). It accompanies an Environmental Impact Statement (EIS) in support of State Significant Development Application (SSD 18_9343) for the new Meadowbank Education and Employment Precinct Schools Project (hereafter referred to as MEEPSP) at 2 Rhodes Street, Meadowbank (the site). The K-12 Meadowbank Schools will cater for 1,000 primary school students and 1,620 high school students. The proposal seeks consent for:

- A multi-level, multi-purpose, integrated school building with a primary school wing and high school wing. The school building is connected by a centralised library that is embedded into the landscape. The school building contains:
 - Collaborative general and specialist learning hubs, with a combination of enclosed and open spaces;
 - Adaptable classroom home bases;
 - Four level central library, with primary school library located on ground floor and high school library on levels 1 to 3.
 - Laboratories and workshops;
 - Staff workplaces;
 - Canteens;
 - Indoor gymnasium;
 - Multipurpose communal hall;
 - Outdoor learning, play and recreational areas (both covered and uncovered).
- Associated site landscaping and public domain improvements;
- An on-site car park for 60 parking spaces; and
- Construction of ancillary infrastructure and utilities as required.

The purpose of this landscape report is to demonstrate the landscape design intent for the subject site.

RESPONSE TO SEARS

The landscape design report is required by the Secretary’s Environmental Assessment Requirements (SEARs) for SSD 18_9343. This table identifies the SEARs and relevant reference within this report.

Sears Item	Report Reference
Built Form and Urban Design – site-wide landscape strategy	Section 4.12(8) part 4
Landscape Plan identifying trees to be removed and trees to be retained	Section 4.12(8) part 4

PART A

LANDSCAPE DESIGN REPORT



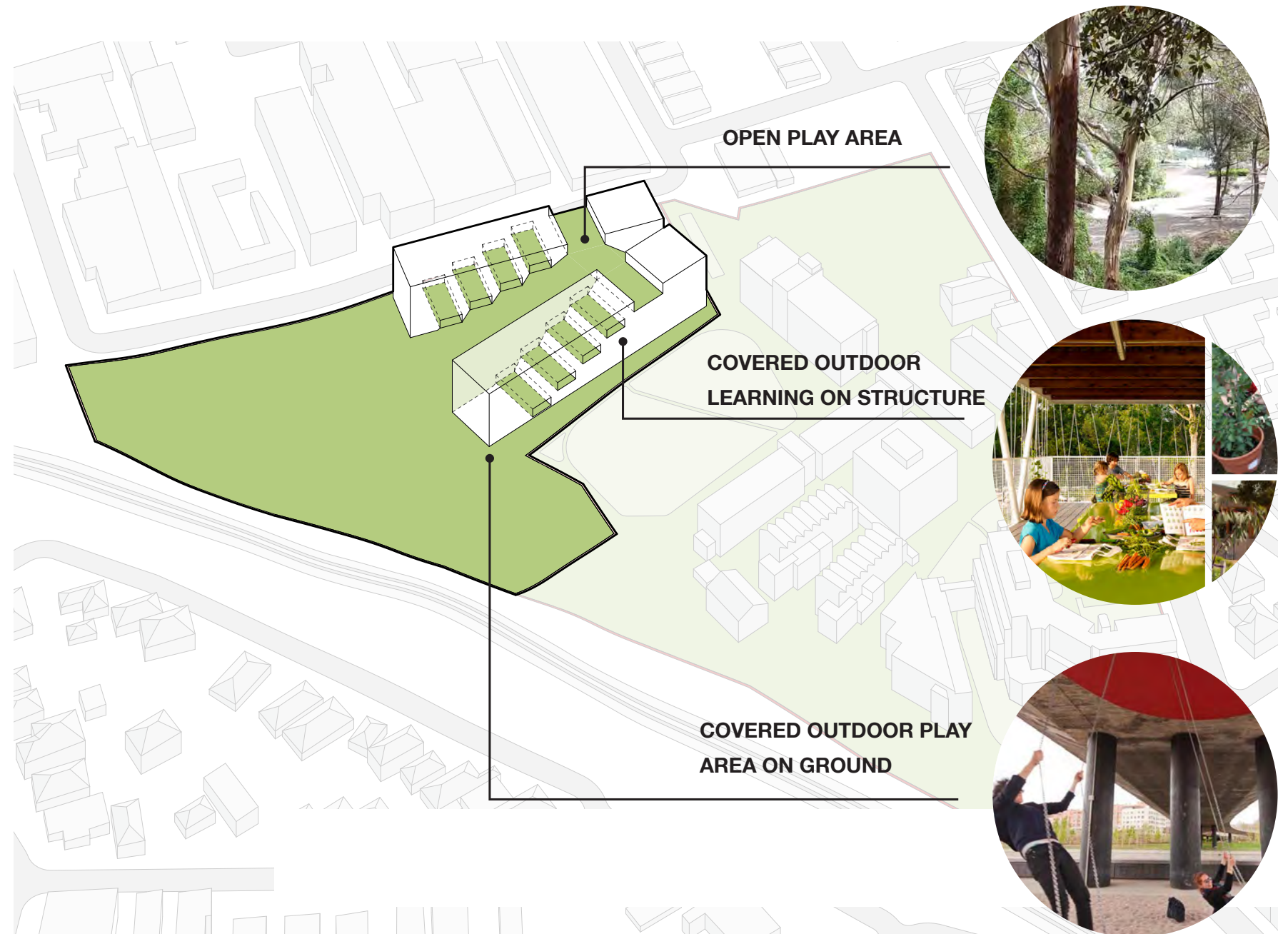
1.0 LANDSCAPE DESIGN VISION

DESIGN INTRODUCTION

Building upon the architect's design philosophy of "designing from the inside out by bringing the outside in" we have developed an integrated landscape design response which will:

- Provide multiple connections with the natural environment;
- Respond to the architectural scheme by ensuring seamless transitions from indoors to outdoors;
- Connect with the existing trees and playground environment in an engaging and playful way;
- Enrich the learning experience through an educational landscape setting which provides a variety of scales, active and passive spaces and which achieves synergy between diverse, co-located precincts;
- Maximise outdoor learning opportunities that are flexible and allow customization and
- Offers a safe and secure learning and play environment

BRINGING THE OUTSIDE IN



Source: Woods Bagot

Sketch: Alan J Duffy, Woods Bagot

DESIGN INSPIRATION : THE TREEHOUSE

"TREAT THE ENTIRE SCHOOL AS A GIANT TREE
HOUSE, THAT ENHANCES THE CONNECTIONS
WITH NATURE AND MAXIMIZES OUTDOOR
LEARNING AND PLAY OPPORTUNITIES"



OUTDOOR EDUCATION MODEL & ASSOCIATED PRINCIPLES

OUTDOOR LEARNING + BIOPHILIA



FREE PLAY



STRUCTURED PLAY/SPORTING



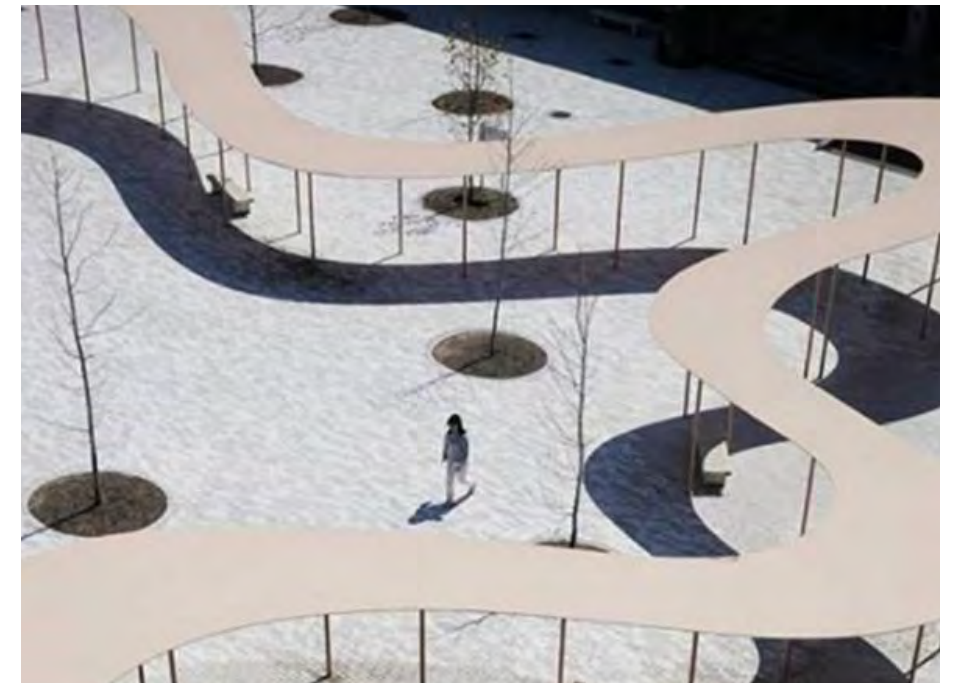
AGRICULTURE/PERMACULTURE



COVERED OUTDOOR LEARNING + PERFORMANCE



CIRCULATION



ARBORICULTURAL ASSESSMENT - EARTHSCAPE

Earthscape Horticultural Services have assessed the health and condition of two-hundred and seventy-five (275) trees located within the northern portion of the Meadowbank School site. Refer to the Arboricultural Assessment Report.

The report was to identify selected trees within the site, provide information on their current health and condition, determine their remaining Safe Useful Life Expectancy and assess their significance in the landscape in order to determine their suitability for preservation (Retention Value) in the context of any future development.

Tree Protection Zones (TPZs) and Structural Root Zones (SRZs) have also been calculated for each tree in accordance with AS 4970:2009 in order to define the constraints to any future development works and facilitate the layout and design of the site.

Refer to Earthscape's full Arborist report for additional detail.

RHODES STREET

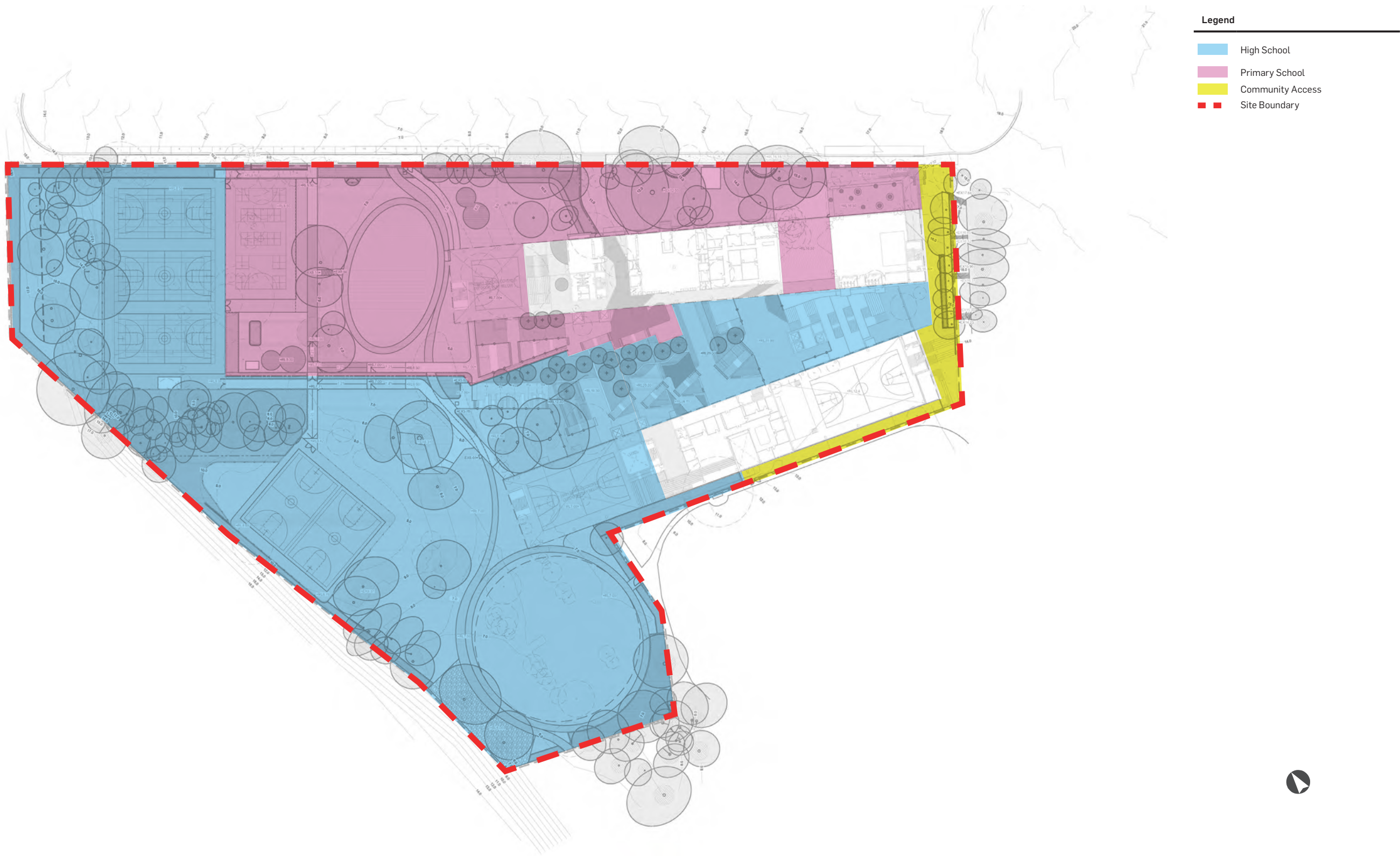
TAFE SITE

-  EXISTING TREES TO BE RETAINED
-  EXISTING TREES TO BE REMOVED



GROUND LEVEL

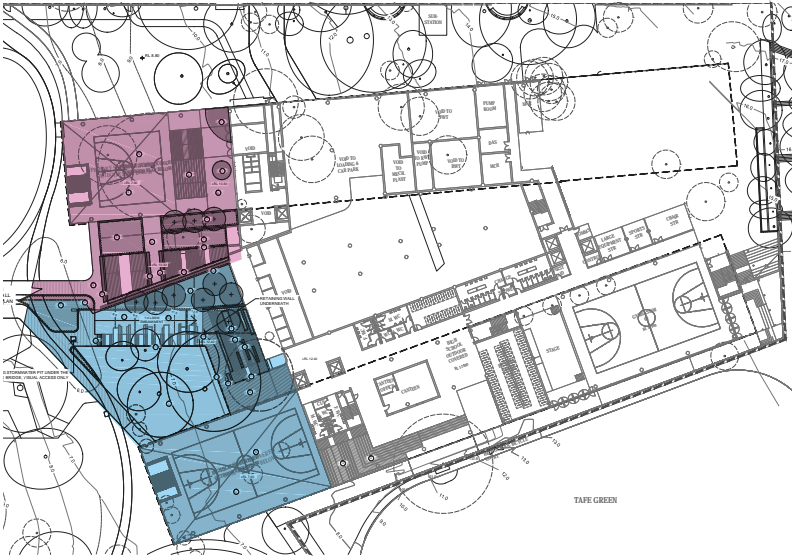
PRIMARY & HIGH SCHOOL OUTDOOR ZONES



UPPER LEVELS

PRIMARY & HIGH SCHOOL OUTDOOR ZONES

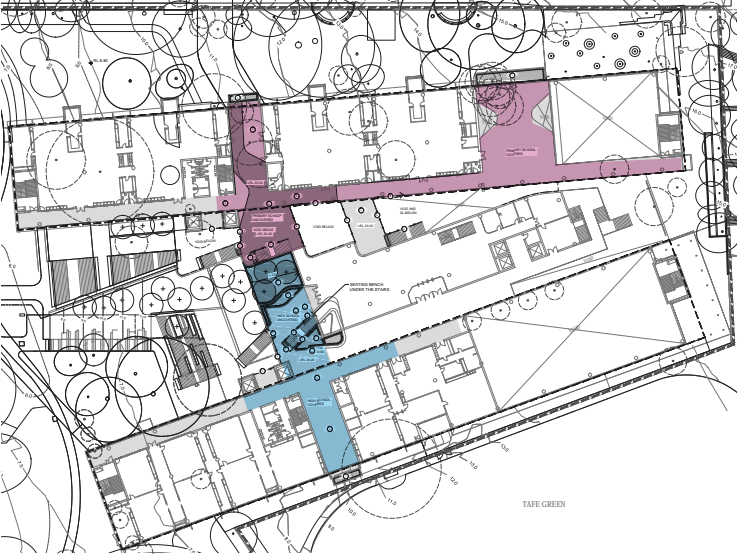
LOWER GROUND



GROUND LEVEL



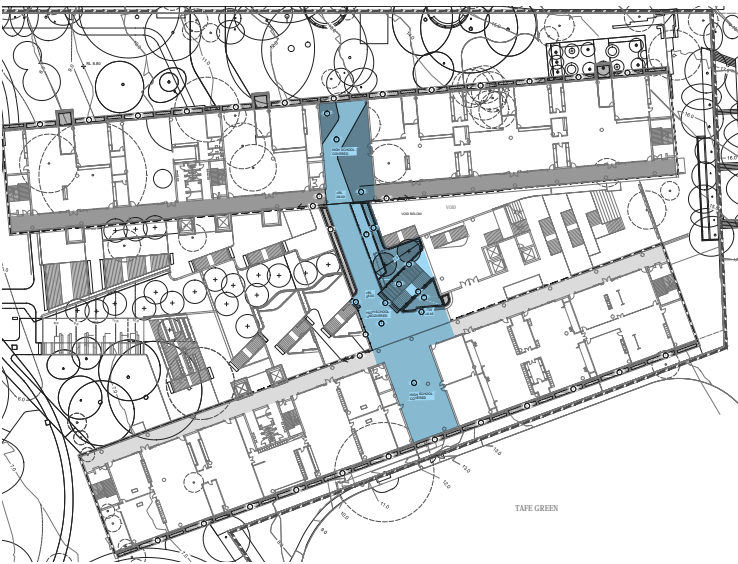
LEVEL 1



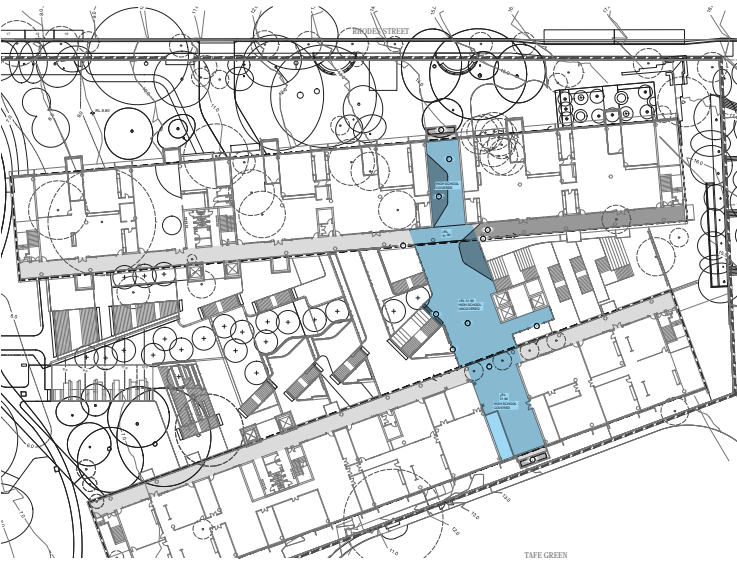
LEVEL 2



LEVEL 3



LEVEL 4



5.0 LANDSCAPE DESIGN CONCEPTS

PRIMARY SCHOOL:

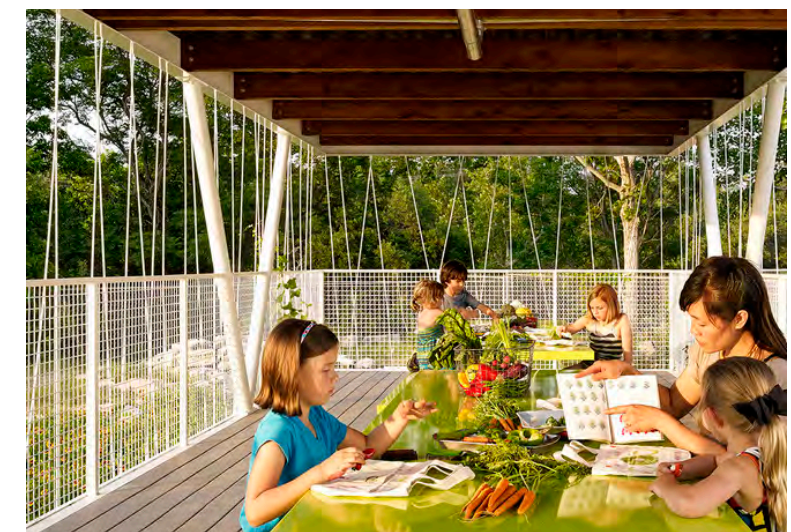
The main primary school entry off Rhodes Street leads students to an assembly courtyard prior to entering a sheltered open play area. The play area is the main connector for students, it will incorporate a variety of seating, planting and vertical greenery that brings the outside landscape into the school heart. A series of seats and platforms ensures the maximum flexibility within the space.

Steps, amphitheatre seating and a softfall play area lead the children down to two multi-purpose undercover play areas which overlook the external grassed play areas. All areas of the site have been developed to ensure flexible learning spaces.

HIGH SCHOOL:

The high school entry off Rhodes Street leads students through a shared plaza before arriving at the civic stairs and assembly area. There are views between two buildings revealing the two levels of the library with a glimpse of the green central spine beyond. The western side of the forecourt contains the green spine that divides the primary and high school. Each level of the building has a connected terrace surrounded by heavy green. At all times students are connected either physically or visually to nature, The green spine and classroom connections integrates a series of seating areas and flexible spaces.

The high school primary outdoor play and learning space is to the west of the site, incorporating free play and structured (hard courts) spaces, informal and covered outdoor learning spaces, discovery gardens and opportunities for ecological restoration and agriculture and permaculture.



GROUND LEVEL

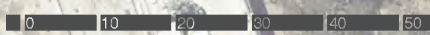
MASTER PLAN



TAFE SITE



1:1000 @ A3

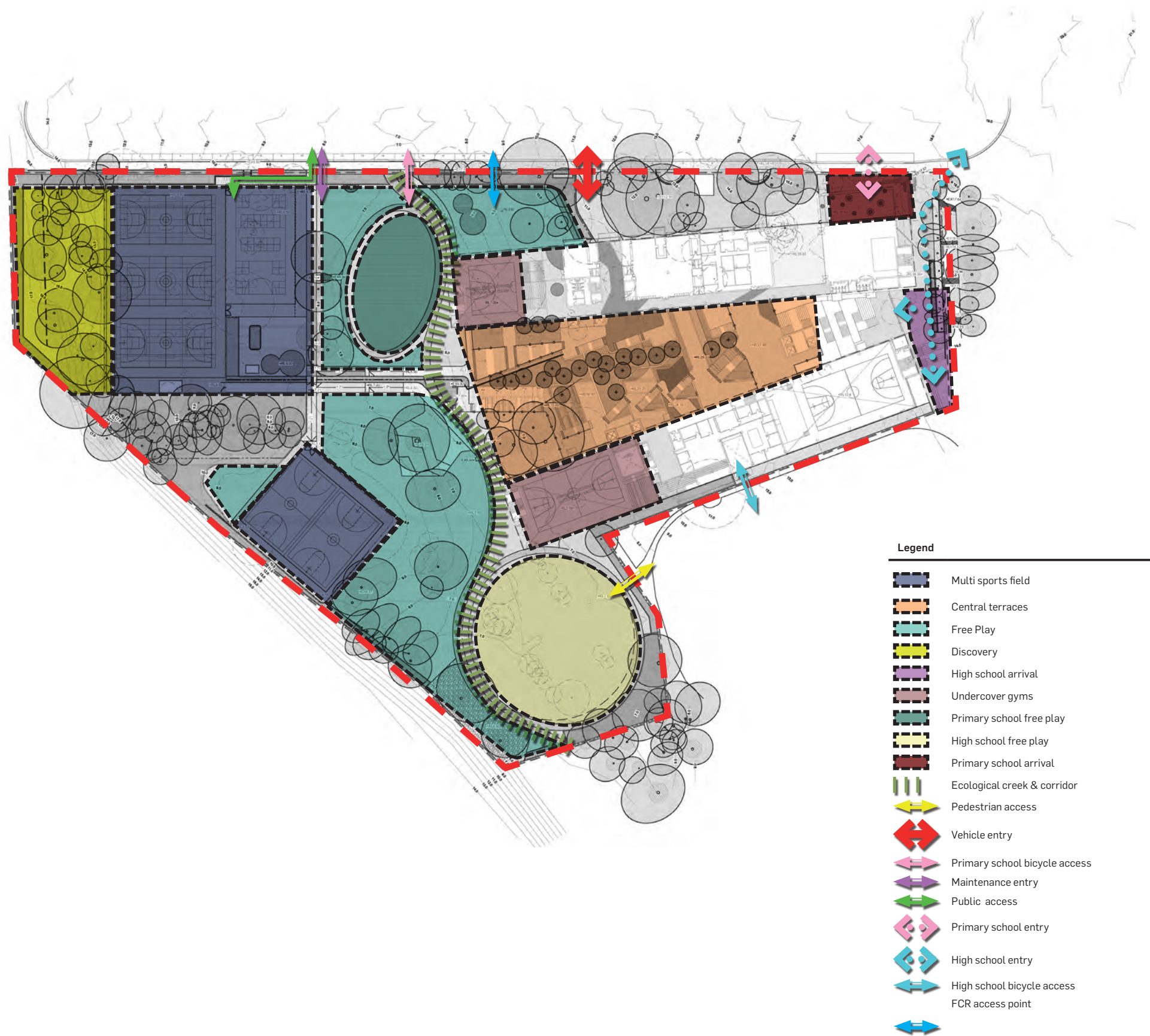


Prepared by Urbis

PROGRAM & DESTINATIONS



PRIMARY & HIGH SCHOOL OUTDOOR ZONES



CENTRAL TERRACED LANDSCAPE



VIEW OF THE CENTRAL LANDSCAPE FROM THE PLAYGROUND



VIEW FROM THE PRIMARY SCHOOL HANDBALL COURTS



HIGH SCHOOL ARRIVAL



CENTRAL TERRACE LANDSCAPE PLAN



PRIMARY SCHOOL DETAIL NORTH



GROUND LEVEL

PRIMARY SCHOOL AND HIGH SCHOOL ARRIVAL



Programs	
A	Primary school free play area
B	Vegetable garden
C	Play equipments
D	Chicken pen
E	Undercover outdoor play
F	Primary school entrance (covered)
G	Anzac memorial
H	High school entry
I	Primary school entry
Legend	
1	Grass free play areas. Wintergreen Couch
2	Retained existing trees
3	Multi sports courts (Acrylic sports paint)
4	Porous paving
5	Proposed ramp
6	Insitu concrete paving
7	Substation
8	Free play open lawn. Buffalo Blend (Sir Walter Buffalo Couch & Kikuyu)
9	Shrub planting
10	Public domain footpath
11	Maintenance entry / Public entry
12	Grass swale
13	Acrylic sports paint running track
14	Softfall
15	Primary SchoolBus Drop-off
16	Driveway
17	Mod wood timber deck
18	Bus stop / Primary school entry
19	Amphitheatre seating
20	Shade structure above
21	Bike access path
22	Timber bridge

HIGH SCHOOL DETAIL SOUTH



HIGH SCHOOL DETAIL NORTH



Programs	
A	High school free play area
B	Undercover outdoor play
C	High school amphitheatre
Legend	
1	Grass free play areas. Wintergreen Couch
2	Retained existing trees
3	Multi sports courts (Acrylic sports paint)
4	Multi sports courts (Astro turf)
5	Proposed ramp
6	In situ concrete paving
7	Sport storage
8	Free play open lawn. Buffalo Blend (Sir Walter Buffalo Couch & Kikuyu)
9	Shrub planting
10	Amphitheatre seating
11	Pedestrian access
12	Grass swale
13	Acrylic sports paint running track
14	Shade structure above
15	Terrace seating
16	Timber decking amphitheatre
17	Timber bridge
18	Resin bound gravel

PART B

LANDSCAPE COMPONENTS &
MATERIALS



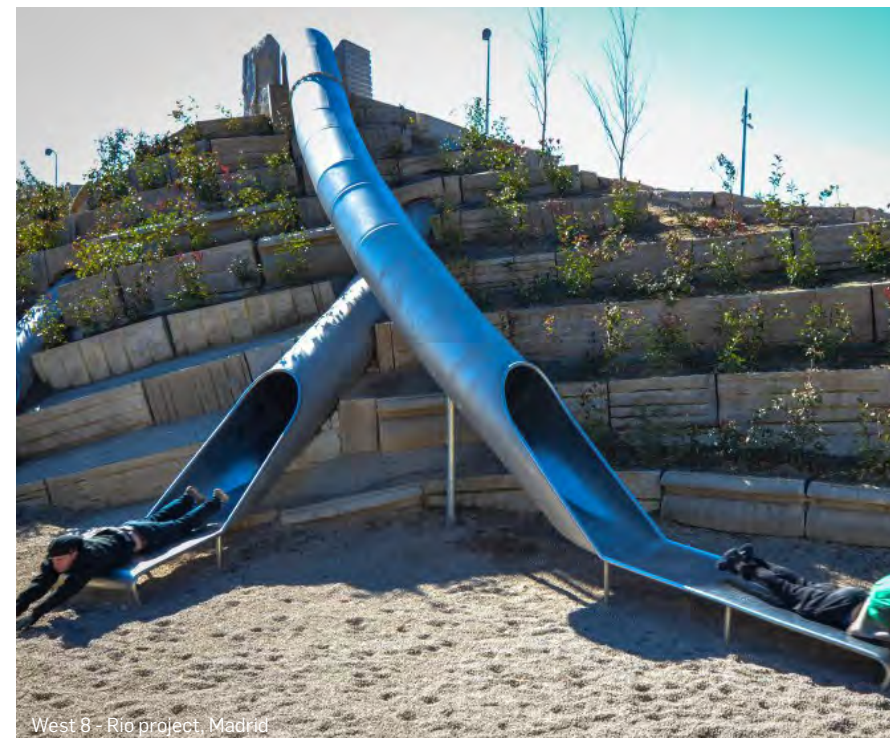
2.0 KIT OF PARTS

PLAY

A range of free play and structured play spaces are provided at both primary and high schools. Multiple opportunities are explored for tactile play spaces that connect children with the existing established landscape setting.



Vanke Cloud City, Guangzhou - Lab D+H



West 8 - Rio project, Madrid



Barangaroo Early Learning Centre - Aspect Studios



West 8 - Rio project, Madrid



Anzac Park - Tyrrell Studio



Israel Museum, Jerusalem - Yaacov Peled



West 8 - Rio project, Madrid

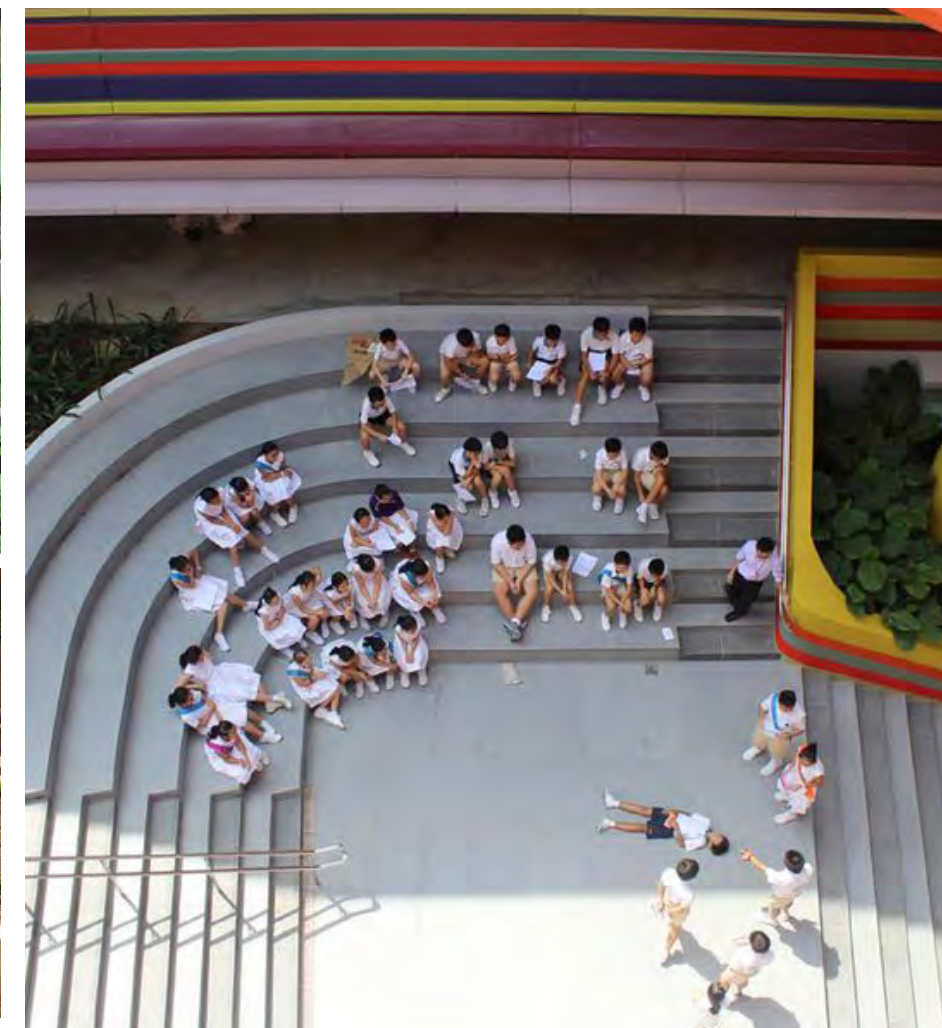


Parramatta Riverside Playground - Hassell

OUTDOOR LEARNING

We have maximise outdoor learning opportunities through a range of typologies which include:

- Covered outdoor spaces integrated with the built form;
- Covered outdoor pavilions within the playgrounds;
- Informal outdoor learning seating nodes integrated within the existing landscape setting;
- Provide multiple connections with the natural environment;
- Expressed and celebrated the existing ecological and environmental systems on the site and explored new opportunities to engage with the landscape.

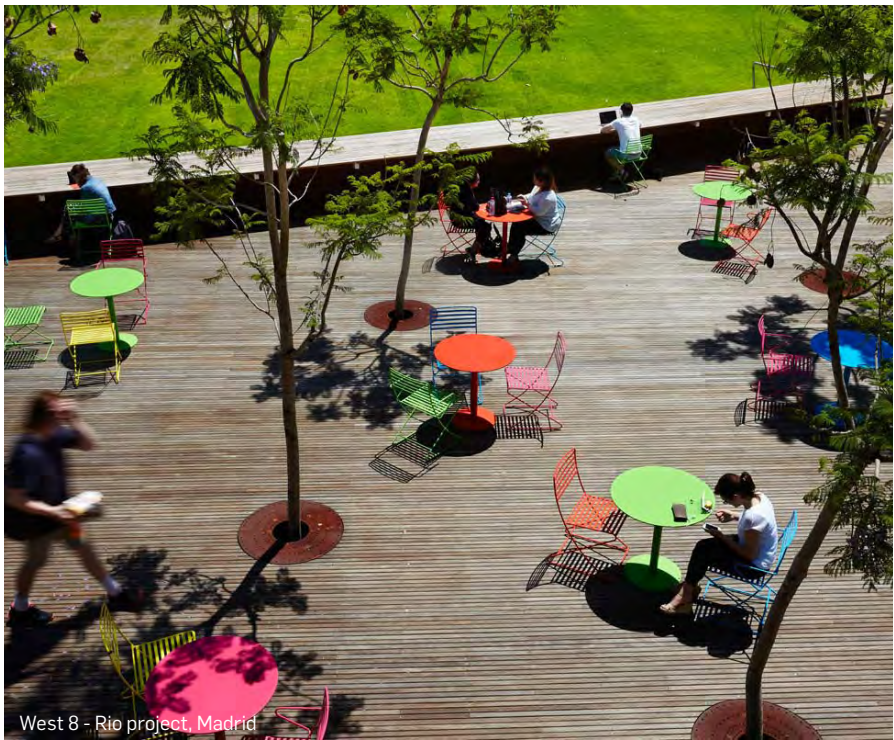


FURNITURE

The primary and high schools will have site specific furniture which includes sculptural seating elements to the rooftop terraces, integrated landscape seating (amphitheatre, low retaining walls, grandstand seating), raised seating platforms, outdoor tables and chairs, moveable furniture such as bean bags and deck chairs.



Source - Pinterest



West 8 - Rio project, Madrid



West 8 - Rio project, Madrid



Goods Line - Aspect Studio



West 8 - Rio project, Madrid



Source: Barangaroo Early Learning Centre - Aspect Studios



ART & INTERPRETATION

UAP are delivering the Public Art Strategy and Implementation Plan which will support the innovative design of the new vertical and integrated school. A thoughtfully curated public art program will ensure the delivery of art and design that engages with and speaks to the diverse range of families and students attending the college. Public art will create engaging modes of story-telling which captivate and inspire, creating unexpected moments of fun, delight and learning throughout the college grounds.

UAP brings an intimate understanding of how to deliver public art for education environment having previously worked with the Australian National University, University of Sydney, La Trobe University, Queensland University of Technology amongst others in Australia and overseas



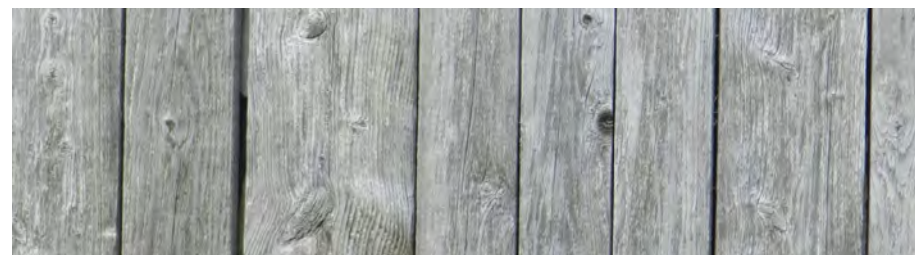
MATERIALITY

Materials and finishes have been selected based on their texture, form and aesthetic appeal.

- Paving will consist of contrasting finishes, textures and materials (timber, stone, brick and concrete) providing a seamless connections throughout the site.
- Scale of pavers will respond to Primary and Secondary schools
- Will comply with the Department of Education's Facilities Standards and Guidelines.



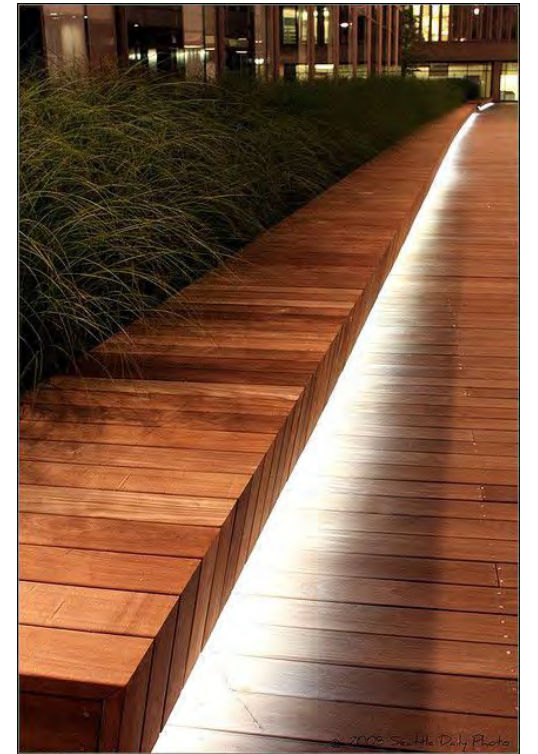
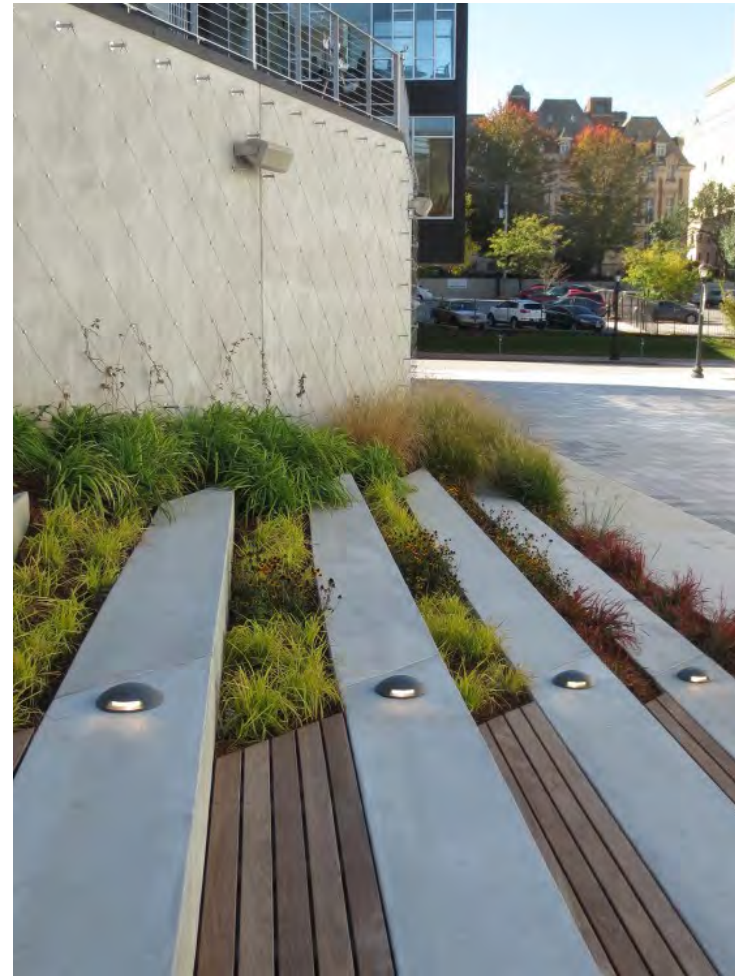
Cranbrook prep school - ASPECT Studios



Cranbrook prep school - ASPECT Studios

LIGHTING

All external areas will be designed to meet relevant Australian Lighting Standards. Integrated landscape lighting is proposed to all the landscape elements. Lighting will be provided to meet all Australian standards and Green Star energy efficiency requirements. Feature lights will highlight distinguished interest areas & landscape elements.



PLANTING

Plants have been chosen for their contrasting form foliage and colour, promoting a diversity of trees and understory planting. Responding to the existing native planting in and around the site, as well as the context and climatic conditions.

Water Sensitive Urban Design (WSUD) principles have been realized into the landscape design in a way that celebrates a sustainable water cycle. Where possible storm water runoff will be directed to the lawn and garden beds. All soft landscape zones on structure will be detailed to have subsurface drainage.

Irrigation will be provided to all soft landscape areas and will be specified within the tender package.

Irrigation of roof gardens is intended to collect the surface water runoff from all roof areas to irrigate lower level terrace gardens.

Plant selection will be carefully chosen for a child friendly environment taking into consideration:

- Children with allergies
- Bee attracting species to be located above head height and away from play areas
- Mosquito repellent species



INDICATIVE PLANTING SCHEDULES

GRASS PLANTING & ACCENTS



GROUNDCOVERS & CLIMBERS



TREES



GRASS PLANTING & ACCENTS

Central Landscape Grasses	
Code	Botanic name
1	Anigozanthus spp
2	Bothriochloa bladhii
3	Neomarica gracillis
4	Dianella tasmanica Emerald Arch
5	Imperata cylindrica Rubra
6	Liriope Isabella
7	Liriope samantha
8	Lomandra longifolia verday
9	Lomandra lime tuff
10	Miscanthus sp
11	Miscanthus Yaku Jima
12	Ophiopogon japonicus
13	Poa labillardieri
14	Themedia triandra
Accent Planting & Heavy Shade	
15	AcanthusMollis flowering
16	Ajuga reptans 'Catlin's Giant'
17	Arthropodium cirratum
18	Aspidistra elatior
19	Blechnum gibbum Silver Lady
20	Calathea Zebrina
21	Clivia hybrida
22	Ctenanthe Grey Star
23	Hymenocallis speciosa
24	Philodendron Rojo Congo
25	Philodendron Xanadu
26	Pittosporum Miss Muffet
27	Sanserveria trifasciata
28	Viburnum odoratissimum Emerald Lustre

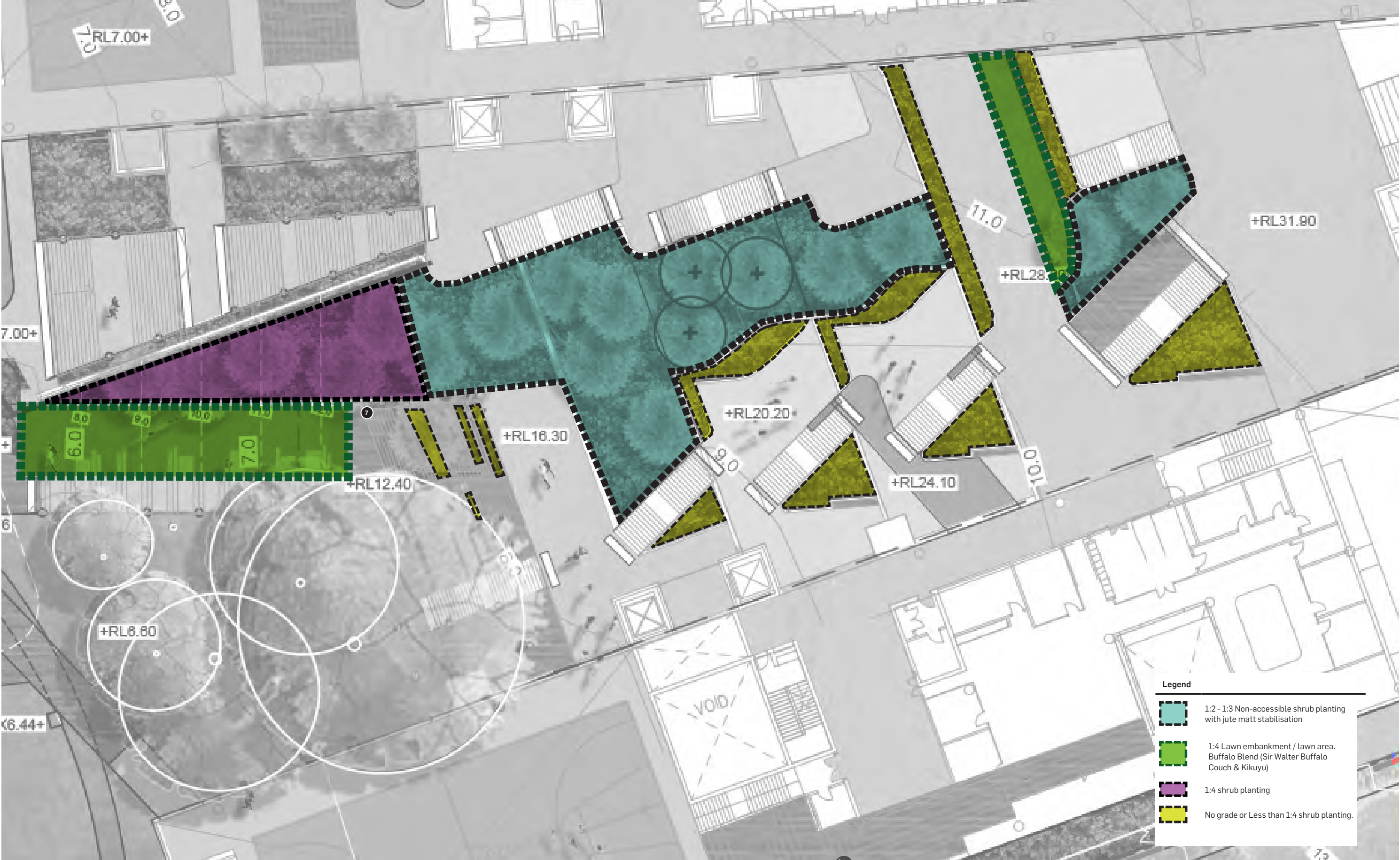
GROUNDCOVERS & CLIMBERS

Wall covers & cascading edge planting	
Code	Botanic name
29	Camellia sasanqua Marge Miller
30	Carpobrotus glaucescens
31	Dichondra repens
32	Dicondra argentee Silver Falls
33	Euryops pectinatus Little Sunray
34	Ficus pumila
35	Gardenia radicans
36	Grevillea gin gin gem
37	Juniperus conferta Blue Pacific
38	Myoporum parvifolium
39	Pachysandra terminalis
40	Trachelospermum asiaticum
41	Trachelospermum jasminoides
42	Viola hederacea
43	Viola odorata

TREES

Central Landscape	
Code	Botanic name
44	Eucalyptus 'Baby Citro'
45	Eucalyptus citriodora Scentuous dwarf
46	Eucalyptus haemastoma dwarf
47	Euryops pectinatus Little Sunray
48	Eucalyptus 'Euky Dwarf'
Under Cover / Heavy Shade	
49	Ficus longifolia
50	Hymenosporum flavum
51	Tristaniopsis laurina

CENTRAL TERRACE LANDSCAPE GRADING, MAINTENANCE AND PLANTING STRATEGY



SLOPE STABILISATION JUTE MATTING

The planted slopes of the central spine have been designed so that the grades are no steeper than 1:2.5. These areas are not accessible to students however are accessible to maintenance staff via locked gates.

To ensure that planting can establish and fully stabilise the slope, we are proposing Jute Matting to the various sloped planting.

Contractors will be required to roll out the jute matting and pin it in place. Once this has been carried out, holes are cut into the material so that planting then mulching can occur.



PART C

APPENDICES

1: LANDSCAPE ARCHITECTURE DETAIL PLANS



RHODES STREET



LEGEND

- GENERAL
- SITE BOUNDARY
 - EXISTING TREES TO BE RETAINED
 - EXISTING TREES TO BE REMOVED
 - PROPOSED TREES
 - EXISTING CONTOURS
 - PROPOSED CONTOURS
 - SEATING BENCHES
 - TREE STRUCTURAL ROOT ZONE

- MATERIALS
- GRASS FREE PLAY AREAS WINTERGREEN COUCH
 - MULTI SPORTS COURTS ACRYLIC SPORT PAINT
 - SHRUBS PLANTING
 - GRASS SWALE
 - ASTRO TURF MULTI SPORTS COURTS/FIELD
 - INSITU CONCRETE
 - PRECAST CONCRETE PAVERS
 - POROUS PAVING
 - SOFTFALL
 - ACRYLIC SPORTS PAINT RUNNING TRACK
 - PUBLIC DOMAIN FOOTPATH
 - PUBLIC DOMAIN POROUS
 - MOO WOOD TIMBER DECK
 - RESIN BOUND GRAVEL

- FENCE / BALUSTRADE
- 2.1m HIGH CENTRAL FENCE
 - 1.2m HIGH BALUSTRADES
 - 2.1m HIGH SPORTS FIELD/COURTS FENCE
 - 2.1m HIGH VEHICLE BAR RAILING
- PROGRAMS
- PRIMARY SCHOOL FREE PLAY AREA
 - HIGH SCHOOL FREE PLAY AREA
 - VEGGIE GARDENS
 - PLAY EQUIPMENTS
 - CHICKEN PEN
 - COVERED COURTS / INDOOR COURT
 - AMPHITHEATRE SEATING
 - ANZAC MEMORIAL

TAFE SITE

PLOT STYLE: URBIS_A1.ctb

PAGE SETUP

PLOTTED BY: J. TAN

PLOT DATE: 30.09.2019

PATH: J:\National Design\01 CLIENTS\Woods Bagot\ND2043 Meadowbank College\04 Design\4.2 CAD\ND2043_F1_Overall.dwg



PROJECT
MEADOWBANK EDUCATION PRECINCT SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
5	FOR SSDA	JT	MK	30.09.19
4	FOR SSDA	JT	DM	13.06.19
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by URBIS Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of URBIS other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. URBIS must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
OVERALL SITE PLAN

ISSUE
FOR SSDA

SCALE
1:250 @ A1
2.5 5 7.5 10 12.5m

DRAWING NO.
MB-UR-LA-12000

PROJECT NO.
ND2043

NORTH

REVISION
5



Plot style: URBIS_A1.ctb
Page setup: ---
Plotted by: JUN TAN
Plot date: 30.09.2019
Path: J:\National Design\01 CLIENT\Woods Bagot\ND2043 Meadowbank College\04 Design\4.2 CAD\ND2043_PL_Overall.dwg



PROJECT
MEADOWBANK EDUCATION PRECINCT SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

4	FOR SSDA	JT	MK	30.09.19
2	FOR SSDA	JT	DM	06.06.19
1	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19
REV DESCRIPTION		DWN CHK DATE		PROJECT DIRECTOR: MK

DISCLAIMER
Copyright by URBIS Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of URBIS other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. URBIS must be notified in writing of any discrepancies.

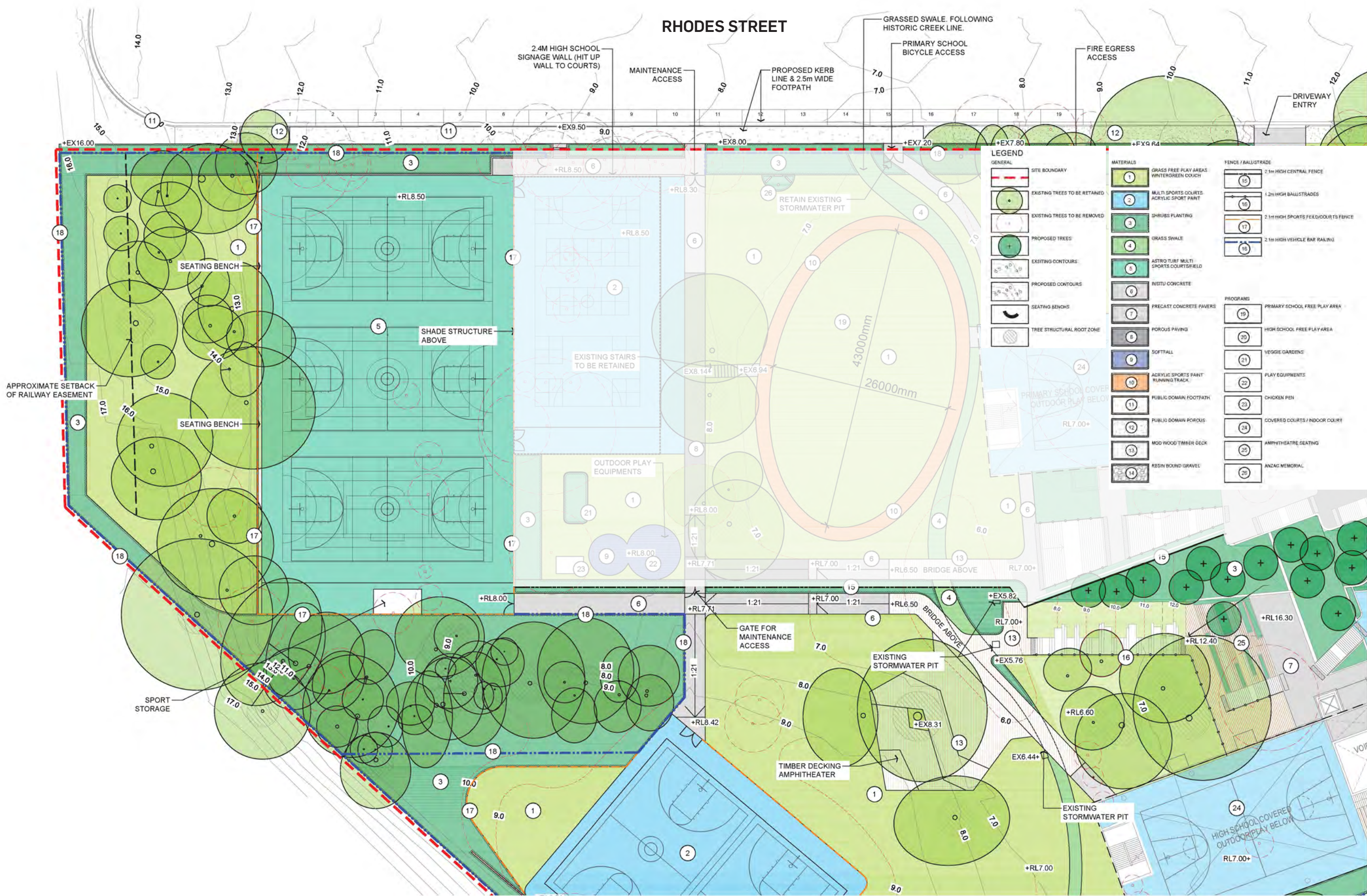
CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
PRIMARY SCHOOL DETAIL EAST

ISSUE
FOR SSDA
SCALE
1:250 @ A1 1:500 @ A3
DRAWING NO.
MB-UR-LA-25012 4
PROJECT NO.
ND2043
NORTH
REVISION

PATH: J:\National Design\01 CLIENT\Woods Bagot\2043 Meadowbank College\04 Design\4.2 CAD\03\243_F1_Overall GL.dwg
PLOT DATE: 30.09.2019
PLOTTED BY: JUN TAN
PAGE SETUP: ---
PLOT STYLE: URBIS_A1.ctb



PROJECT
MEADOWBANK EDUCATION PRECINCT SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
5	FOR SSDA	JT	MK	30.09.19
4	FOR SSDA	JT	DM	13.06.19
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
HIGH SCHOOL DETAIL NORTH

ISSUE
FOR SSDA

SCALE
1:250 @ A1 1:500 @ A3
2.5 5 7.5 10 12.5m

DRAWING NO.
MB-UR-LA-25013 5

PROJECT NO.
ND2043

NORTH

REVISION



PLOT STYLE: URBIS_A1.ctb
PAGE SETUP: ---
PLOTTED BY: JUN TAN
PLOT DATE: 30.09.2019
PATH: J:\National Design\01 CLIENTS\Woods Bagot\20243 Meadowbank College\04 Design\4.2 CAD\20243_PL_Overall.dwg



PROJECT
MEADOWBANK EDUCATION PRECINCT SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

REV	DESCRIPTION
4	FOR SSDA
3	FOR SSDA
2	FOR SSDA
1	FOR SSDA

DWN	CHK	DATE
JT	MK	30.09.19
JT	DM	06.06.19
JT	DM	30.04.19
JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

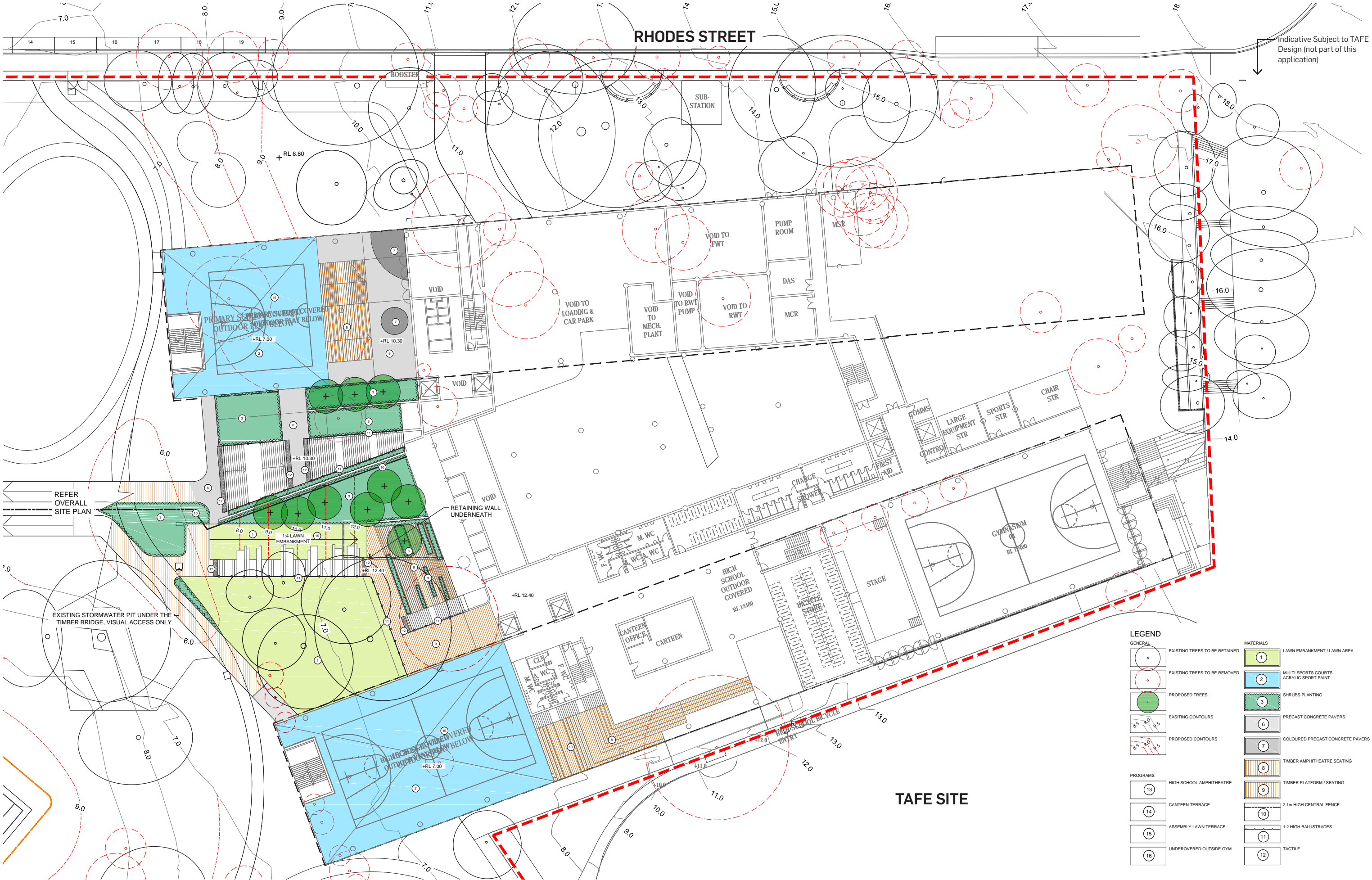
PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
HIGH SCHOOL DETAIL SOUTH

ISSUE
FOR SSDA
SCALE
1:250 @ A1 1:500 @ A3
2.5 5 7.5 10 12.5m
DRAWING NO.
MB-UR-LA-25014 4
PROJECT NO.
ND2043
NORTH
REVISION



Indicative Subject to TAFE Design (not part of this application)

LEGEND

GENERAL

EXISTING TREES TO BE RETAINED

EXISTING TREES TO BE REMOVED

PROPOSED TREES

EXISTING CONTOURS

PROPOSED CONTOURS

HIGH SCHOOL AMPHITHEATRE

CANTEEN TERRACE

ASSEMBLY LAWN TERRACE

UNDERCOVERED OUTSIDE GYM

MATERIALS

LAWN EMBANKMENT / LAWN AREA

MULTI SPORTS COURTS
ACRYLIC SPORT PAINT

SHRUBS PLANTING

PRECAST CONCRETE PAVERS

COLOURED PRECAST CONCRETE PAVERS

TIMBER AMPHITHEATRE SEATING

TIMBER PLATFORM / SEATING

2.1m HIGH CENTRAL FENCE

1.2 HIGH BALUSTRADES

TACTILE

PROJECT

MEADOWBANK EDUCATION PRECINCT SCHOOLS

2 RHODES STREET, MEADOWBANK

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
4	FOR SSDA	JT	MK	30.09.19
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR:MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
CENTRAL TERRACE LANDSCAPE PLANS - LG

ISSUE
FOR SSDA

SCALE

1:250 @ A1
2.5 5 7.5 10 12.5m

ISSUE NO.
ND2043

SCALE

1:500 @ A3

DRAWING NO.

REVISION

PROJECT NO.
ND2043

NORTH

REVISION

MB-UR-LA-25000 4





PROJECT

MEADOWBANK EDUCATION PRECINCT SCHOOLS

2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
4	FOR SSDA	JT	MK	30.09.18
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER

Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE

CENTRAL TERRACE LANDSCAPE PLANS - GL

ISSUE
FOR SSDA

SCALE

1:250 @ A1
2.5 5 7.5 10 12.5m

DRAWING NO.

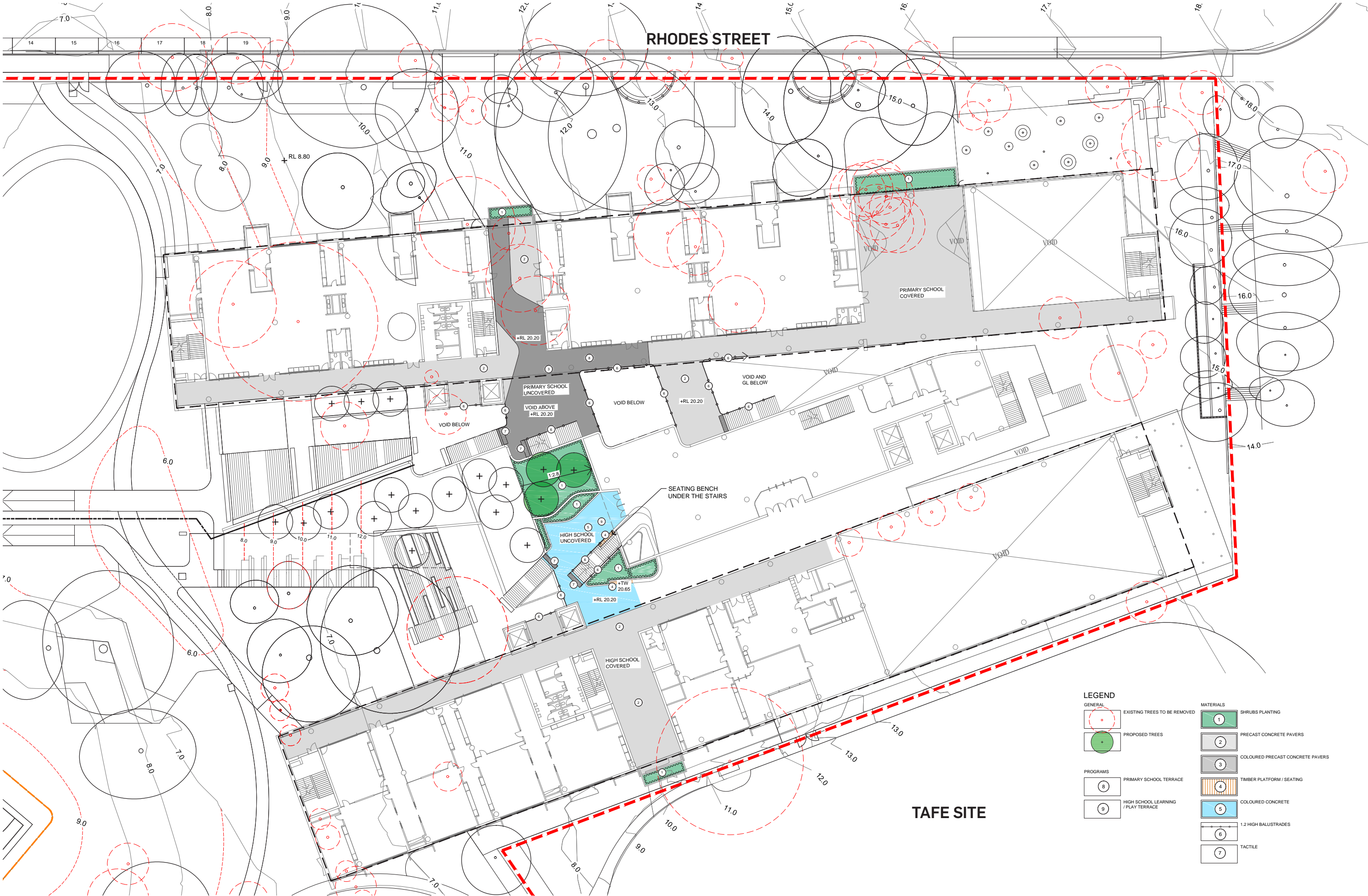
MB-UR-LA-25010 4

PROJECT NO.
ND2043

NORTH



REVISION



LEGEND

GENERAL

EXISTING TREES TO BE REMOVED

PROPOSED TREES

PROGRAMS

PRIMARY SCHOOL TERRACE

HIGH SCHOOL LEARNING / PLAY TERRACE

MATERIALS

SHRUBS PLANTING

PRECAST CONCRETE PAVERS

COLOURED PRECAST CONCRETE PAVERS

TIMBER PLATFORM / SEATING

COLOURED CONCRETE

1.2 HIGH BALUSTRADES

TACTILE

PROJECT

MEADOWBANK SCHOOLS

2 RHODES STREET, MEADOWBANK

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
4	FOR SSDA	JT	MK	30.09.19
3	FOR SSDA	JT	DM	29.05.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
CENTRAL TERRACE LANDSCAPE PLANS - LV1

ISSUE
FOR SSDA

SCALE
1:250 @ A1
2.5 5 7.5 10 12.5m

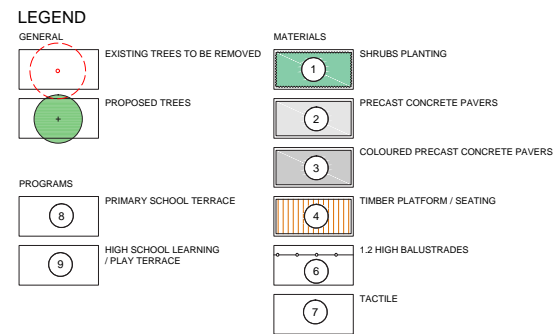
DRAWING NO.
MB-UR-LA-25100

PROJECT NO.
ND2043

NORTH

REVISION







LEGEND

GENERAL

- EXISTING TREES TO BE REMOVED
- PROPOSED TREES

PROGRAMS

- HIGH SCHOOL LEARNING / PLAY TERRACE

MATERIALS

- SHRUBS PLANTING
- PRECAST CONCRETE PAVERS
- COLOURED PRECAST CONCRETE PAVERS
- TIMBER PLATFORM / SEATING
- 1.2 HIGH BALUSTRADES
- TACTILE
- TURF



MEADOWBANK EDUCATION PRECINCT SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

REV	DESCRIPTION	DWN	CHK	DATE
4	FOR SSDA	JT	MK	30.09.19
3	FOR SSDA	JT	DM	29.05.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
CENTRAL TERRACE LANDSCAPE PLANS - LV3

ISSUE
FOR SSDA

SCALE
1:250 @ A1
1:500 @ A3

DRAWING NO.
MB-UR-LA-25300

PROJECT NO.
ND2043

NORTH

REVISION

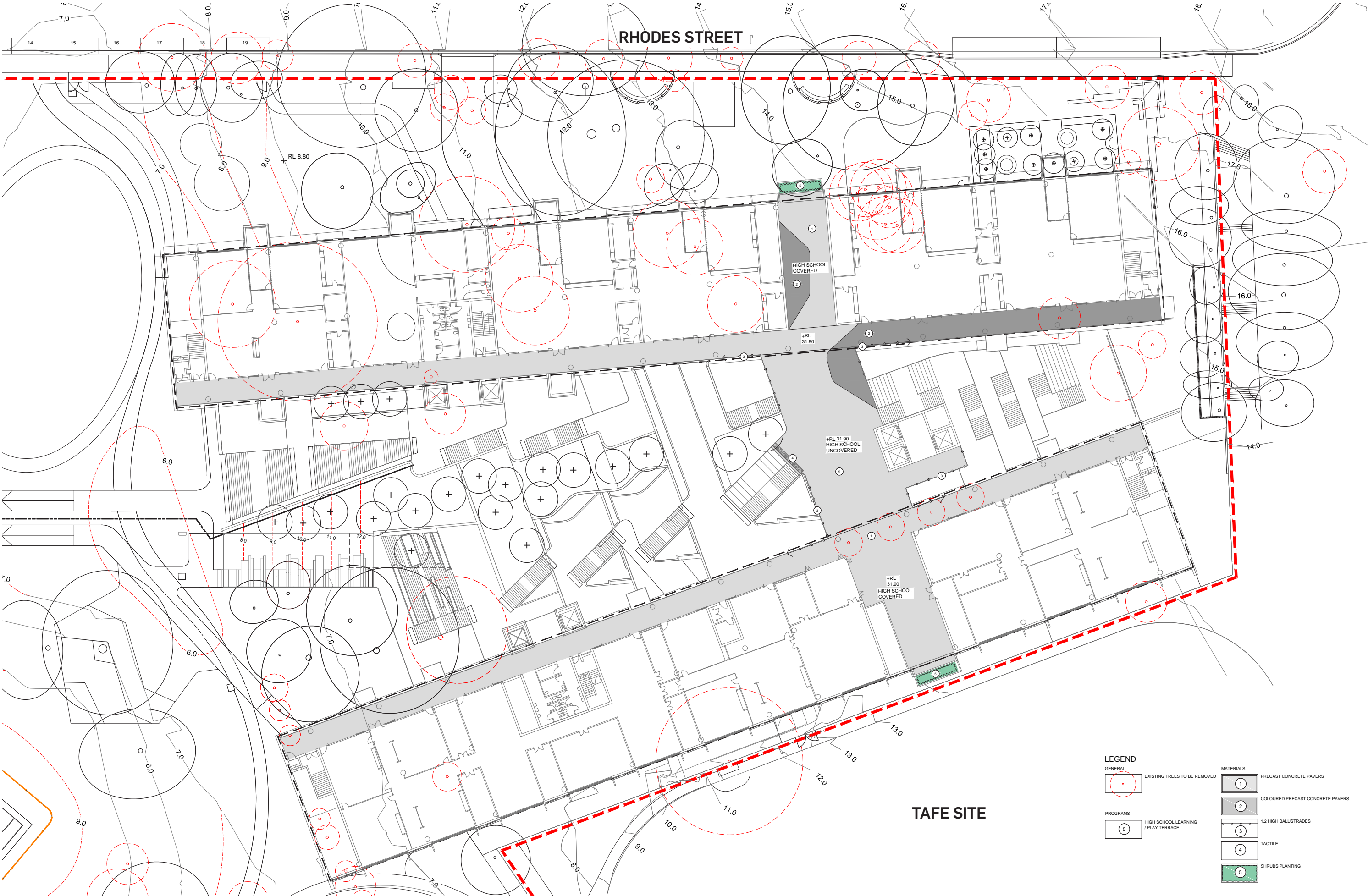
PLOT STYLE: URBIS_A1.ctb

PAGE SETUP: ----

PLOTTED BY: JUN TAN

PLOT DATE: 30/09/2019

PATH: J:\National Design\01 CLIENTS\Woods Bagot\ND2043 Meadowbank College\04 Design\4.2 CAD\ND2043_F1_LV4.dwg



PROJECT

MEADOWBANK EDUCATION PRECINCT SCHOOLS

2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
4	FOR SSDA	JT	MK	30.09.19
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
CENTRAL TERRACE LANDSCAPE PLANS - LV4

ISSUE
FOR SSDA

SCALE
1:250 @ A1
1:500 @ A3

DRAWING NO.
MB-UR-LA-25400

PROJECT NO.
ND2043

NORTH

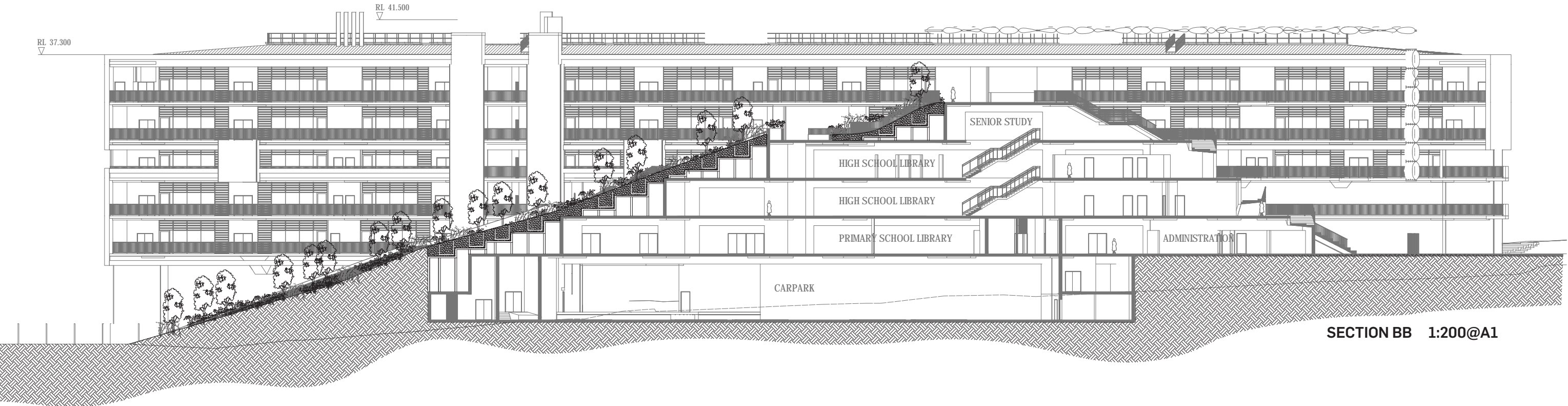
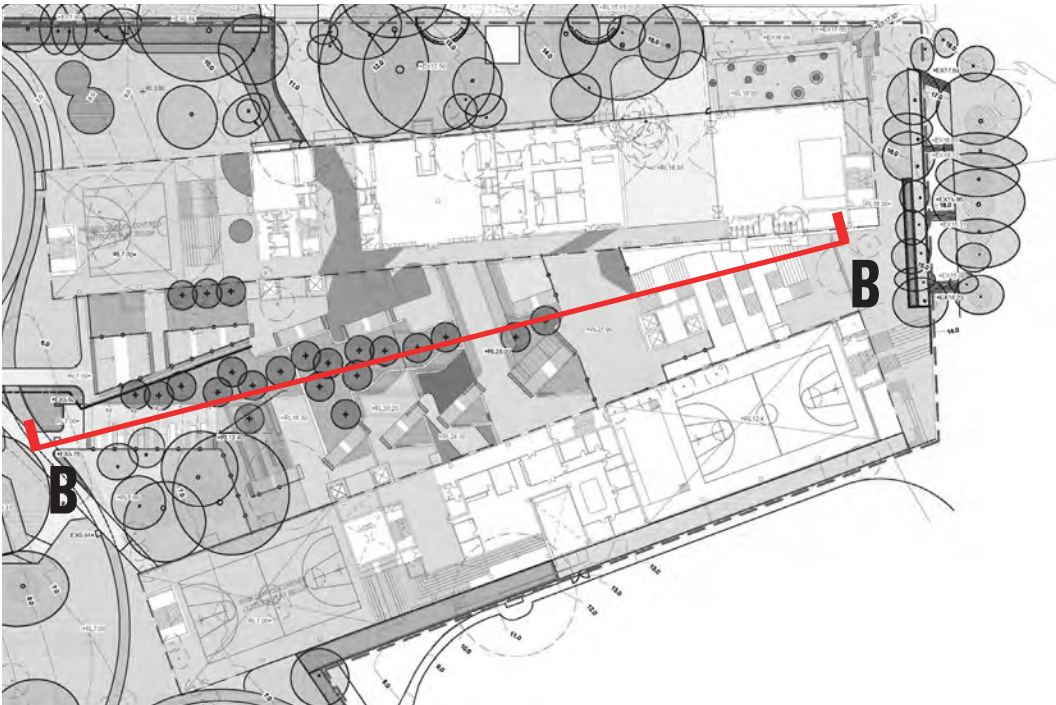
REVISION

PLOTTED BY: JUN TAN



LANDSCAPE SECTION BB

KEY PLAN



SECTION BB 1:200@A1



PROJECT

MEADOWBANK SCHOOLS
2 RHODES STREET, MEADOWBANK

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

KEY PLAN

3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	JT	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19
REV	DESCRIPTION	DWN	CHK	DATE

DISCLAIMER
Copyright by URBIS Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of URBIS other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. URBIS must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW

WOODS BAGOT

DRAWING TITLE
LANDSCAPE SECTION B

ISSUE
FOR SSDA

SCALE
AS SHOWN @ A1

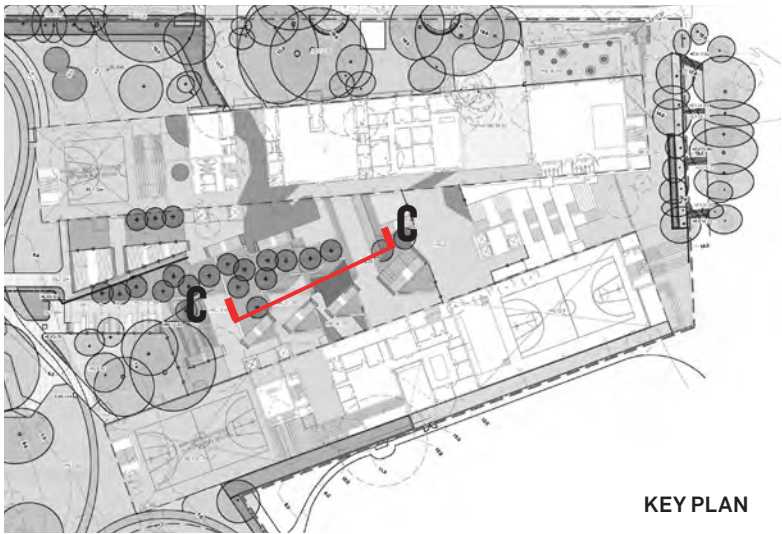
DRAWING NO.
L301

PROJECT NO.
ND2043

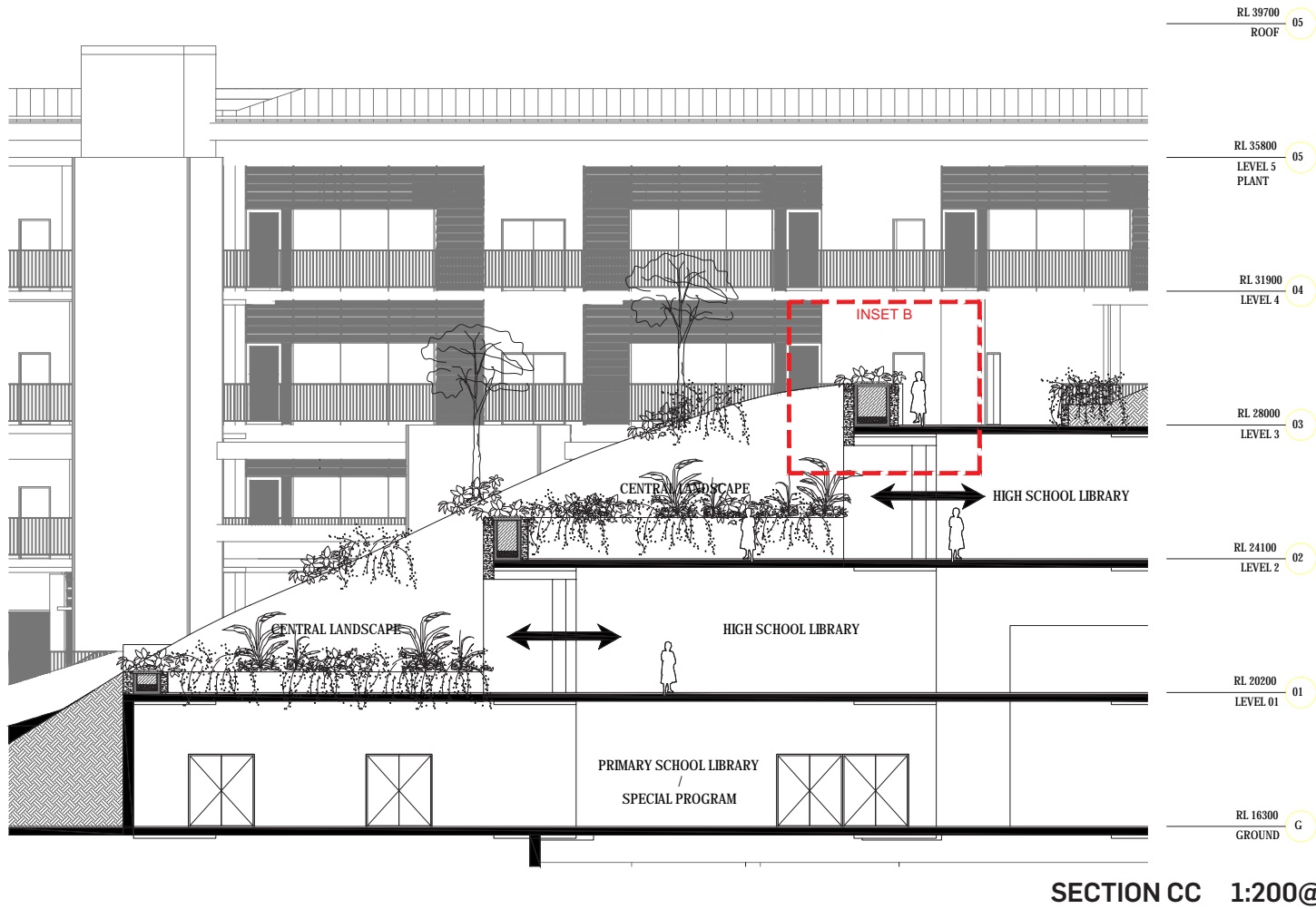
NORTH

REVISION
3

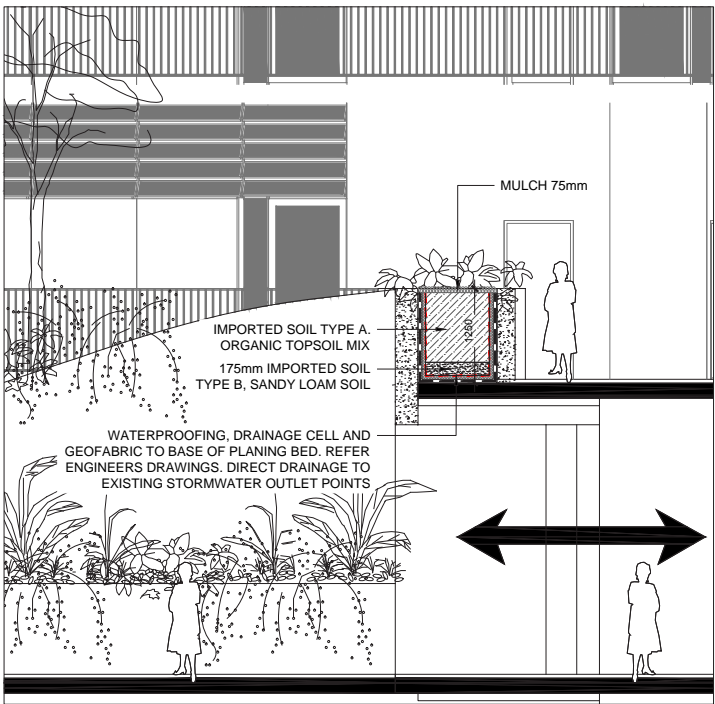
LANDSCAPE SECTION CC



KEY PLAN



SECTION CC 1:200@A1



INSET B 1:50@A1

PATH: Y/A



PROJECT
MEADOWBANK SCHOOLS
2 RHODES STREET, MEADOWBANK

KEY PLAN

Tower 2, Level 23, Darling Park, 201 Sussex Street | Sydney NSW 2000 Australia | +61 2 8233 9900 | URBIS Pty Ltd | ABN 50 105 256 228

REV	DESCRIPTION	DWN	CHK	DATE
1	FOR SSDA	JT	DM	06.06.19

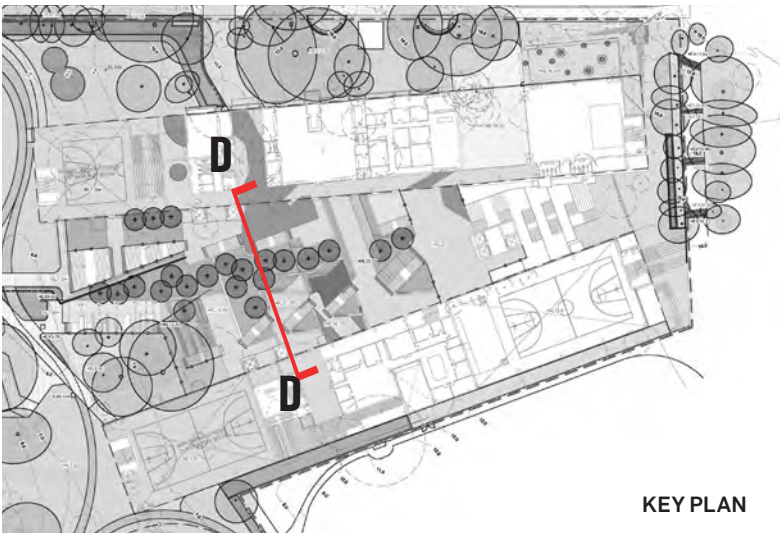
DISCLAIMER
Copyright by URBIS Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of URBIS other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. URBIS must be notified in writing of any discrepancies.

PROJECT DIRECTOR: MK

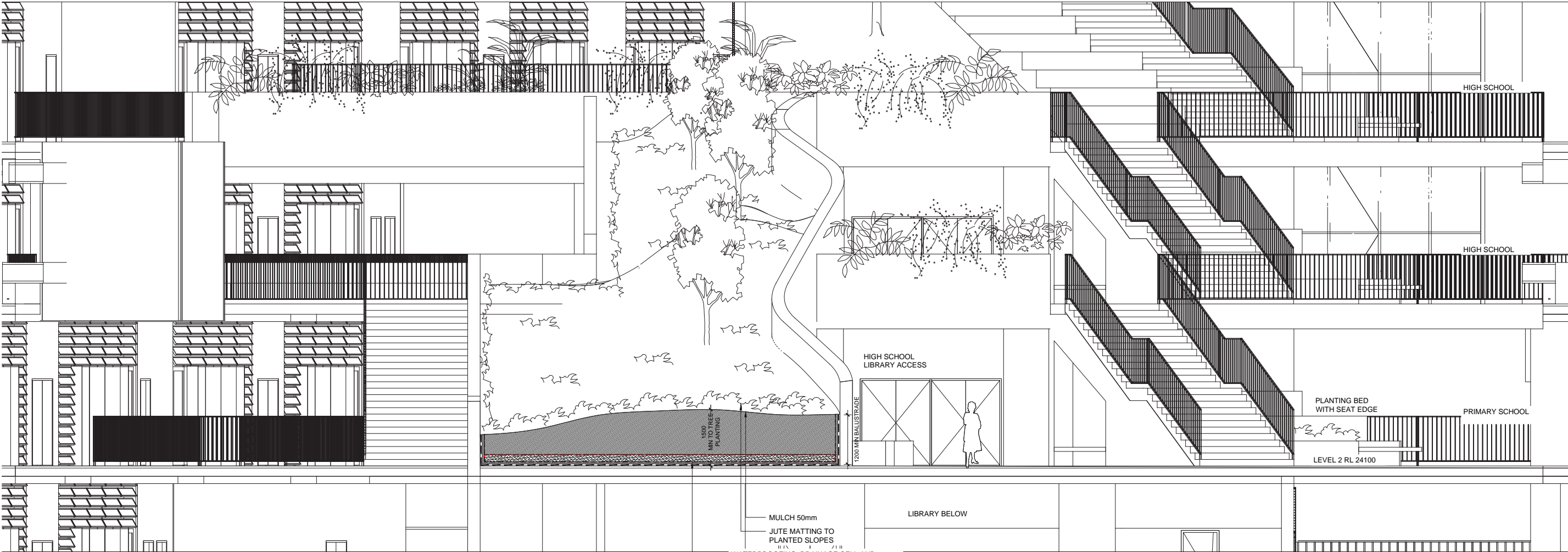
CLIENT
SCHOOLS INFRASTRUCTURE NSW
WOODS BAGOT
DRAWING TITLE
LANDSCAPE SECTION C

ISSUE
FOR SSDA
SCALE
AS SHOWN @ A1
DRAWING NO.
L302
PROJECT NO.
ND2043
NORTH
REVISION
1

LANDSCAPE SECTION DD



KEY PLAN



SECTION CC 1:200@A1

MULCH 50mm
JUTE MATTING TO PLANTED SLOPES
WATERPROOFING, DRAINAGE CELL AND GEOFABRIC TO BASE OF PLANTING BED. REFER ENGINEERS DRAWINGS. DIRECT DRAINAGE TO EXISTING STORMWATER OUTLET POINTS

LIBRARY BELOW

LEVEL 2 RL 24100

PRIMARY SCHOOL

PLANTING BED WITH SEAT EDGE

HIGH SCHOOL

HIGH SCHOOL

PROJECT

MEADOWBANK SCHOOLS
2 RHODES STREET, MEADOWBANK

KEY PLAN

REV	DESCRIPTION	DWN	CHK	DATE
3	FOR SSDA	JT	DM	06.06.19
2	FOR SSDA	DM	DM	30.04.19
1	FOR SSDA	JT	DM	18.04.19

DISCLAIMER
Copyright by Urbis Pty Ltd. This drawing or parts thereof may not be reproduced for any purpose or used for another project without the consent of Urbis other than reproduction for the purposes of actual ordering, supply, installation or construction. This drawing must be read in conjunction with all relevant contracts, schedules, specifications, drawings and any other issued written instructions. Do not scale from drawings. Written figured dimensions take preference to scaled dimension and must be verified on site before proceeding with any work. All discrepancies must be referred to the superintendent for a written decision prior to ordering, supply or installation. Urbis must be notified in writing of any discrepancies.

PROJECT DIRECTOR:MK

CLIENT
SCHOOLS INFRASTRUCTURE NSW
WOODS BAGOT
DRAWING TITLE
LANDSCAPE SECTION D

ISSUE
FOR SSDA
SCALE
AS SHOWN @ A1
DRAWING NO.
L303

PROJECT NO.
ND2043
NORTH
REVISION
3

PAGE INTENTIONALLY LEFT BLANK

APPENDIX

2: UAP PUBLIC ART REPORT





MEADOWBANK EDUCATION AND EMPLOYMENT PRECINCT SCHOOLS PROJECT

PUBLIC ART STRATEGY

Woods Bagot & Urbis
UAP Reference: P1511
June 2019

Renders supplied courtesy WOODS BAGOT

UAP

PROJECT CONTEXT PROJECT OVERVIEW

UAP

The NSW Government is spending \$6 billion over 4 years to deliver more than 170 new and upgraded schools. This includes an additional \$160 million spend in 2018/2019 as part of the record \$747 million maintenance investment announced last year. This is the biggest investment in public school infrastructure in the history of NSW.

Welcoming students from Kindergarten to Year 12, the Meadowbank Education and Employment Precinct Schools Project (MEEPSP) will include a new primary school and secondary school, alongside the State's first technology focused TAFE college.

Marsden High School will be relocated to the new Education Precinct and will accommodate up to 1,500 secondary school students. Meadowbank Public School will increase its capacity to 1,000 places, following its relocation to the New Precinct.

MEEPSP is a once in a generation opportunity to create a learning environment for school students that is future focused, innovative and functional. An Education Precinct that is responsive to educational, economic and environmental conditions and requirements. A place that embodies the notion of life-long learning, through local community outreach and considered engagement with neighbouring educational facilities, including TAFE New South Wales. A learning environment that is future-flexible and adaptable to empower the next generation of students to excel in their education.



PROJECT CONTEXT

ARCHITECTURAL VISION

UAP

The Woods Bagot architectural design for Meadowbank Education and Employment Precinct Schools Project is truly visionary, creating an educational precinct that will retain its contemporaneity well into the future. Not only does the design incorporate structures that facilitate the latest international approaches to education and integrated learning, it also nods to changing energy systems and is responsive to environmental conditions and requirements.

Inspired thematically by the treehouse, Woods Bagot has embraced a philosophy centred on 'designing from the inside out by bringing the outside in'. This has resulted in a series of buildings that enhance connections with nature and maximise outdoor learning and play opportunities, on ground levels and also versatile green terraces stepped vertically and following the ascension of the school skyward.

A vast and well-established tree network typifies the area and it is this character that the architecture looks to compliment with sustainable structural elements. The architectural language is refined and unobtrusive, comprised of clean intelligent lines that allow the

surrounding natural environment to sing. Rooftop gardens and green spaces embrace 'discovery' principles with a camouflaging effect. Biophilia is a further driver for Woods Bagot: the innate human need to connect with the natural environment and the holistic sense of well-being this evokes.

While fencing is necessary to the educational precinct, a strong emphasis is placed on permeability of the physical environment to encourage transition, transparency and minimise the visual impact of barriers from the street. This will be achieved by preferencing vertical bar railings populated plentifully with vegetation, welcoming not only students but the greater community within which the Schools sit.

Inspired thematically by the treehouse, Woods Bagot has embraced a philosophy centred on 'designing from the inside out by bringing the outside in'.



PROJECT CONTEXT

MEADOWBANK: PAST TO PRESENT

UAP

HERITAGE

The first inhabitants of the region were the Wallumedegal (Wattamattagal) clan of the Darug nation. Midden sites lined the Lane Cove River and petroglyphs in the Lane Cove Valley indicate evidence of their occupation for up to approximately 30,000 years prior to European settlement. 'Wallumatta' is recorded as the original Indigenous name given to the Ryde-Hunters Hill area of Sydney's Lower North Shore. This heritage is recognised today in the naming of the Wallumatta Nature Reserve.

It is likely that the name 'Wallumedegal' was derived from the words 'wallumai' (snapper fish) and 'matta', a word used to describe a place (usually a 'water place'). During the early years of European occupation, many Indigenous people in the area, notably Bennelong, Nanberry and Bidgee Bidgee, played a significant role in the development of relations between the Indigenous inhabitants and the European colonists.

Ryde is the third oldest settlement in Australia, following Sydney and Parramatta. It was settled in 1792 with small land grants handed to ex-convicts in an area known as 'Eastern Farms'. Within a few years Eastern Farms had become an important supplier of poultry, fruit and vegetables to the colony of Sydney.

As settlers demanded more land for grazing, the

government gazetted large tracts of land along the southern side of Lane Cove river as commons. This included the 'Field of Mars' common, in an area allegedly named as such by Governor Phillip for the former British marines to whom he had allocated land.

North Ryde was established in the mid 19th century as a farming district, and was characterised by market gardens, orchards and bushland with extensive areas for recreation and picnicking. Spectacular natural waterfalls and the Khartoum open air theatre were just a few of the attractions which brought people to the region.

TODAY

Meadowbank, with a population of approximately 4,500 people, continues to offer the spirit of an urban waterfront lifestyle. The industrial warehouses have made way for more residential zones with many young families moving to the area.

The new Meadowbank Education and Employment Precinct Schools Project will see Meadowbank TAFE transformed into the first technology focused TAFE college in the State and will sit alongside a new K-12 school which will dramatically increase the population in the area.



PROJECT CONTEXT
LOCATION AND ACCESS

UAP

Meadowbank Education and Employment Precinct Schools Project is a future-thinking development project situated in one of Sydney's vibrant, bustling northern suburbs in the City of Ryde. The Schools will be well placed to meet an existing demand for schooling in addition to attracting a diverse student body from the wide demographic and multicultural communities that surround the school development in immediate and broader regions. Catering holistically for educational needs as a K-12 institution adjoining the existing TAFE, the MEEPSP is set to inflate movement to the area, increasing its existing trajectory as an attractive and liveable suburb for families and students alike.

PEDESTRIAN ACCESS

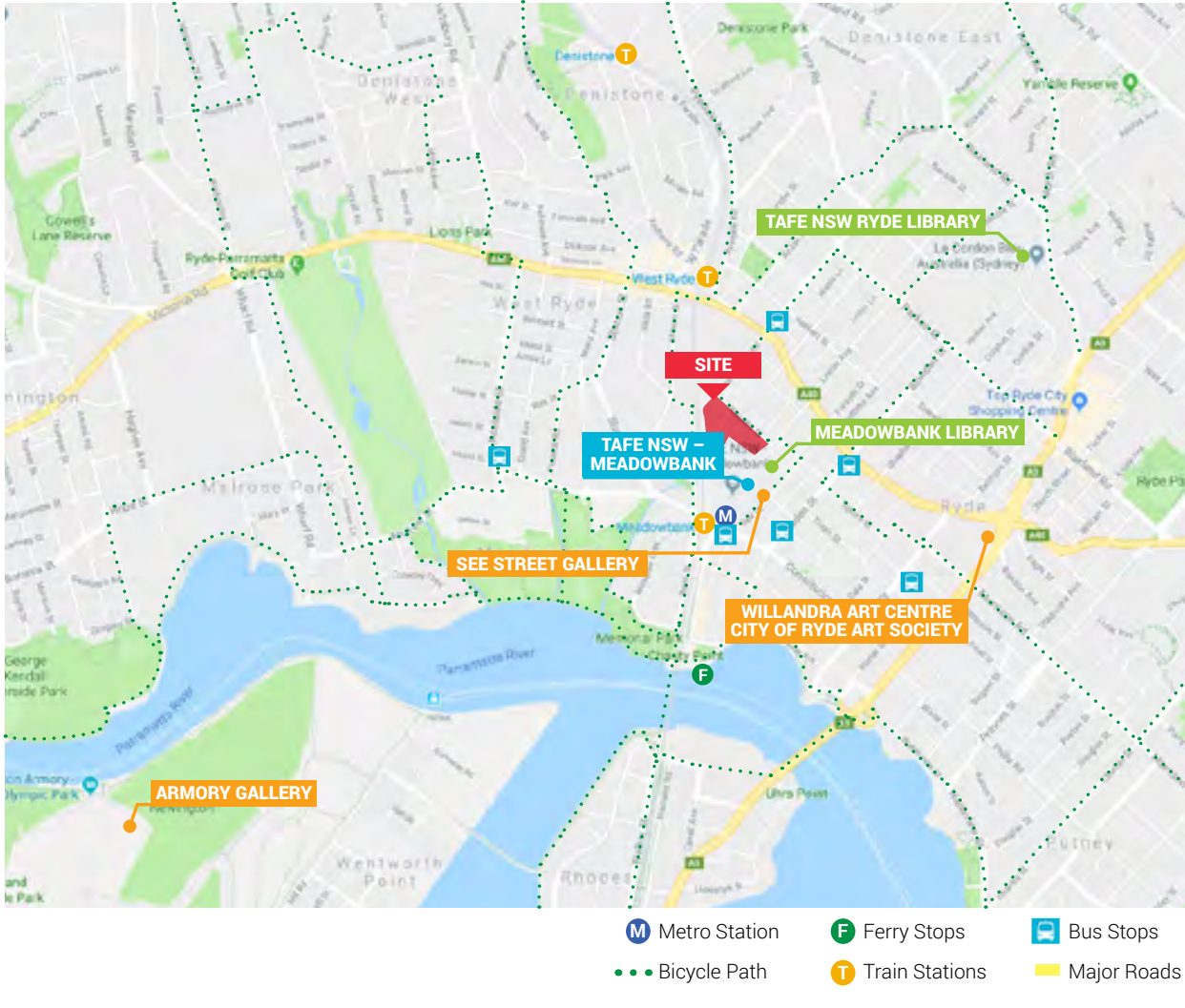
A major pedestrian link running along the TAFE site border will connect the site to Meadowbank Train Station.

PUBLIC TRANSPORT

The site has excellent access to train, bus and ferry public transport networks, with Meadowbank Train Station to the south and West Ryde Station to the north. Meadowbank is on the North Shore, Northern and Western Line. Many buses service the local area from all directions, such as the 507 and regular routes operating along Victoria Road, a major traffic channel to the north east of the site. Meadowbank Ferry Wharf is south of the site and is part of the Sydney Ferries network.

MAJOR ROADS AND TRANSPORT

Major roads circle rather than run through Meadowbank, minimising traffic impact and noise pollution. Lane Cove Road connects Meadowbank to North Ryde and Macquarie Park to the north east, with Constitution Road more immediately west connecting to Melrose Park.



PROJECT CONTEXT
SITE CHARACTERISTICS

UAP

Natural geographic attributes are high amongst the many virtues of Meadowbank: its proximity to the active waterfront of Parramatta River, in addition to the plentiful parks and gardens of the area. The nearby North Ryde was originally established as a farming district with market gardens, and this hard-working, honest character of the region is carried through to this day via its industrial and commercial occupancy, alongside family-oriented suburbs.

More and more the area is becoming known for innovation and world class educational institutes, from early learning to vocational and tertiary; the strategic positioning of Meadowbank Education and Employment Precinct Schools Project will greatly compliment this growing reputation.

Listed below is a sample of the many nearby landmarks and destinations that add to the evolving character of the development site.

PARKS & GARDENS

- Meadowbank Park
- Memorial Park
- Ryde Park
- Kissing Point Park
- Proximity to Parramatta River including heritage

listed railway bridge (now a cycleway)

EDUCATION & RESEARCH

- Meadowbank TAFE
- Macquarie University
- West Ryde Public School

CULTURE AND LEISURE

- Ryde-Parramatta Golf Club
- RiverCat scenic ferry rides
- Historic Brush Farm House, built c. 1820
- See Street Gallery, Meadowbank TAFE
- Project Insideout: Accessible Arts
- Macquarie University Art Gallery

SURROUNDING SUBURBS

- West Ryde
- Ryde
- Melrose Park
- Putney
- Macquarie Park



VISIONING
PUBLIC ART POLICY ALIGNMENT

The vision for the City of Ryde is the place to be for ‘lifestyle and opportunity at your doorstep’. Public art for Meadowbank Education and Employment Precinct Schools Project will be cognisant of this vision and developed in alignment with the City of Ryde’s goals for public art as outlined in the ‘Public Art Planning Guide for Developers’.

Additionally, our Public Art Strategy is sensitive to the parameters set out for Art in Publicly Accessible Places in the ‘City of Ryde: Development Control Plan 2014’, and the ‘Our Vision for Ryde 2028: Community Strategic Plan’, which identifies seven outcomes that articulate the aspirations of local communities for:

- A vibrant and liveable city
- An active and healthy city

- A natural and sustainable city
- A smart and innovative city
- A connected and accessible city
- A diverse and inclusive city
- An open and progressive city

The City of Ryde’s ‘Public Art Planning Guide for Developers’ acknowledges the important role place identity plays in quality of life and the ability of public art to assist in creating this identity and to celebrate communities. It calls for public art that celebrates local character while embracing change to forge a strong sense of place and identity for the City.

CITY OF RYDE PUBLIC ART	MEADOWBANK EDUCATION AND EMPLOYMENT PRECINCT SCHOOLS PROJECT
Public art reflects local character and cultural identity, creating distinctive urban environments and a sense of place	Artworks will demonstrate a strong curatorial and conceptual connection to the place, its history and its community. Artworks will acknowledge diverse cultural perspectives, including the traditional owners of the land, helping to create a sense of place; Indigenous artists and local artists, or artists that identify a strong connection to place and/or relevant practice will be highly recommended.
Public art strengthens and connects neighbourhoods by engaging communities in creative processes	Commissioned artwork will visually engage the community, acting as distinctive and inspiring attractors within the public realm. Artworks will activate and create links between public and private space and become a visual reflector of the place, its neighbourhoods and communities.
Public art is original, creative and innovative in its design and use of form, technique and materials, and at the forefront of new ideas and sustainable practice	Commissioned artwork will be of a high quality, original, innovative and expertly curated; recommended artists will have a practice which demonstrates engagement with contemporary issues and ideas. Artwork materials, and fabrication methods and techniques will follow best practice in sustainability.
Public art contributes positively to site and surrounds and responds to the natural and built environment	Site-specific artworks will address the urban landscape, architectural design and wider natural environment; artworks will encourage public engagement in communal spaces and animate and enliven the public domain.
Public art shall be commissioned and funded in a way that encourages artistic excellence and upholds the design intent of the artwork	Artist shortlisting and selection will follow a best practice commissioning model to support artists through the public art process, ensuring artworks are executed to the highest professional standards.
Public art shall comply with all measures and standards in regard to health and safety, maintenance, longevity and durability	The Public Art Strategy provides guidelines and recommendations on the management and maintenance of public artworks to be developed for the site and ensures compliance with all measures and standards in regards to health and safety.

UAP

VISIONING
ART OBJECTIVES

The following Art Objectives outline what the artworks aspire to achieve and offer guidelines for the creation of unique, innovative and site-specific public art that incorporates the various policies and objectives surrounding place-making stipulated by the City of Ryde.

LOCAL AND GLOBAL

Art enhances the park-like character of the precinct and creates memorable landmarks that convey Meadowbank Education and Employment Precinct Schools Project’s integrated and forward-thinking learning systems. Art is welcoming to the diverse demographic and age bracket of the students and their families; it engenders a sense of ownership in the grounds and facilities. Art authentically reflects, reveals or celebrates place narratives to deliver an unparalleled educative environment. Iconic destination artworks by local and internationally celebrated artists will act as attractors for MEEPSP and balance local relevance with global outlooks.

EDUCATIONAL AND ACTIVE

Artworks may be research-driven, utilise data and information made available through Primary, Secondary and TAFE educational outcomes, or highlight issues relevant to the student body and local, multicultural communities. Artworks will contribute to MEEPSP’s teaching programs in the visual arts and related cultural areas, and create opportunities for intellectual play. Art trails and interpretive pathways will encourage exploration of the grounds and contribute to exciting student life experiences. Interpretive material, from didactics to potential augmented reality, enables an overlay of Indigenous site history and can share Indigenous knowledge, language and traditions. MEEPSP will become a renowned institute, revered for its innovative, cross-disciplinary educational approach. Art acts as a vehicle for facilitating this through its inherently lateral approach to established paradigms and normative thinking.

CREATIVE AND COLLABORATIVE

Artworks, realised through collaborations between artists, students and academics, will inspire knowledge sharing and assist in fostering collaborative and creative communities. Art will promote opportunities to celebrate and connect the multi-cultural communities in the immediate districts surrounding MEEPSP. Temporary projects and programs will activate the school year-round supporting an active student life, broader community engagement, and initiate industry and city collaboration, presenting students with ‘real-life’ opportunities at a formative stage of their development.

SUSTAINABLE AND SITE-SPECIFIC

Art highlights the natural features and weather patterns of Port Jackson’s Indigenous seasons and plantings. Socially sustainable art will engage with social, political or ecological issues and share social values that contribute to building a stronger community within the school and also reaching into the community through students’ families. Art will support environmental sustainability through considered conceptual development and material selection. This reflects a core value of the design, architecture and educational mission of MEEPSP.

RECONCILIATION AND RESPECT

High-profile iconic Indigenous artworks will promote and advance the status and recognition of Aboriginal and Torres Strait Islander people and reveal deeply embedded cultural narratives of place, highlighting and celebrating a profound relationship with the land, waters and sea. Digital art initiatives will provide opportunities to learn from Indigenous academics, leaders and researchers. Temporary art projects and initiatives will provide fresh and stimulating entry points to Indigenous culture, paving the way for strengthening foundations, connections and relationships with the original land owners of Australia.

LIVEABLE AND LIGHT

Art in the form of water features and living green works will support liveable outdoor spaces for study or play. Art will support the 24 /7 activation of the campus with a distinctive day and night presence. By day artworks will captivate users through bold forms, colour and/ or technology, and by night will utilise ambient and changing/adaptive lighting treatments to create safe, responsive and inviting communal places for student communities, whilst simultaneously assisting user access, navigation and site accessibility. MEEPSP will be an inviting precinct with a perimeter that seamlessly blends with the surrounding neighbourhoods, welcoming cross-pollination between students, community and local organisations.

UAP

VISIONING CURATORIAL FRAMEWORK

This Curatorial Framework is based on contextual analysis, including research into the history, environment, local demographic and overall aspirations of the educational precinct. The framework ensures that the public art is conceptually connected by setting an overarching vision for art, describing what the artworks aspire to achieve, and providing thematic inspiration for artists.

CURATORIAL FRAMEWORK: A FUTURE WORLD

Meadowbank Education and Employment Precinct Schools Project has the humble task of moulding the minds of the future through the privilege of education. Its integrated learning approach reflects the global contemporary condition in real-time, simultaneously acknowledging the potential that is borne through a pollination of subjects and fields: this art strategy does the same in elastic and innovative ways.

Creating a point of departure from the old days of looking to Europe for guidance and answers, our curatorial vision instead acknowledges Australia's unique geographic location in the Pacific and proximity to China and South-East Asia. We turn our focus locally and to our neighbours for guidance in culture, architecture, science and living systems and the different ways these disciplines underpin the artistic thinking of our time.

The world has always been wonderfully complex and its present condition is no exception. Climate change, mass migration and increased natural disasters form the bedrock of news and media. Newly classified as 'wicked',

approaching solutions to these problems through the lens of a single discipline is now redundant, instead replaced with interdisciplinary algorithms for our Age of the Anthropocene. Combined with exponential rapidity in technological developments, virtual reality, robotics and the 'internet of things', to thrive in this world is to be adaptable and resourceful. Young people today need the tools to intellectually, physically, pragmatically and psychologically address inherent issues that accompany growing-up in the 21st Century with positivity and vigour. Art can teach us this as it acts as a vehicle for contemporary and relevant community discussion, at the same time breaking division and borders.

The curatorial vision 'A Future World' positively implies that there will be a new world in the future, and that we can work together to shape it.

Together with the Curatorial Themes 'Risk', 'Resilience' and 'Resourcefulness', the Vision 'A Future World' actively embodies both the philosophy of MEEPSP and the grounds on which it sits.

Artists will be offered the opportunity to speak to the complex layers the site presents by responding in nuanced ways to Indigenous and post-colonial history; environment and ecology; definitions of 'sustainability'; and collaborative inventing and making.

Artworks will offer a ground-breaking component to the site and MEEPSP's ability to keep in step with our rapidly evolving world, tying local relevance with international dialogues.



UAP

VISIONING CURATORIAL THEMES

UAP

This page provides an overview of three key thematic drivers which may inspire artists in the creation of site-specific concepts for the Meadowbank Education and Employment Precinct Schools Project.

RISK

TAKING A PATH NOT PREVIOUSLY TRODDEN

Artists may draw inspiration from a number of conceptual drivers related to the theme 'Risk', including but not limited to:

- The ability to be bold and take a path not previously trodden
- Bravery as it relates to the testing of new ideas, models and ways of thinking
- Constructively challenging existing paradigms and creating new ways to lead and govern
- Experimentation and disruption with new innovations in technology

RESILIENCE

ADAPTING TO AN EVER-CHANGING WORLD

Artists may draw inspiration from a number of conceptual drivers related to the theme 'Resilience', including but not limited to:

- Recognising enduring practices and methodologies as they relate to agriculture, sustainable living practices and Indigenous knowledge systems
- The psychology of living in the 21st Century
- Mass migration and the movement of people across the globe

RESOURCEFULNESS

REINVENTING COLLABORATIONS BETWEEN PEOPLE AND ENVIRONMENT

Artists may draw inspiration from a number of conceptual drivers related to the theme 'Resourcefulness', including but not limited to:

- Finding new ways of empowerment via self-sustainability and alternate employment of common pool resources
- Exploring the potential of recycled materials
- Embracing notions of 'living as form' in socially driven, human-resourced, temporary interventions
- Exploring the potential of cross-disciplinary art-making as informed by architecture and science



CONTACTS

UAP

UAP CONTACTS

OWEN CRAVEN

Principal | Senior Curator | STUDIO

DIRECT +61 421 438 040

EMAIL owen.craven@uapcompany.com

INEKE DANE

Curator | Art & Design

DIRECT +61 7 3630 6314

MOBILE +61 431 435 649

EMAIL ineke.dane@uapcompany.com

HOLLY CAMPBELL

Assistant Curator | Art & Design

DIRECT +61 478 586 133

EMAIL holly.campbell@uapcompany.com



MEADOWBANK EDUCATION AND EMPLOYMENT PRECINCT SCHOOLS PROJECT

PUBLIC ART STRATEGY

Woods Bagot & Urbis

UAP Reference: P1511

June 2019

Renders supplied courtesy WOODS BAGOT

UAP

