KENT ROAD PUBLIC SCHOOL

KENT ROAD,

MARSFIELD NSW 2122

ARCHITECTS DESIGN STATEMENT

REVISION D

07 NOVEMBER 2018

PREPARED FOR:

NSW GOVERNMENT Education School Infrastructure
Level 8, 259 George Street,
Sydney NSW 2000

pwc
One International Towers Sydney
Watermans Quay
Barangaroo NSW 2000

HEAD DESIGN CONSULTANTS:

BUTLER & CO ARCHITECTS
2/27 Albert Ave,
Chatswood NSW 2067
T: +61 2 9411 7311
E: butarch@butlerarchitects.com.au

GARDNER WETHERILL ASSOCIATES
Level 2, Suite 201

St Leonards NSW 2065
T: +61 2 9929 6777
E: design@gardnerwetherill.com.au

0087-17058-3.11-Kent Road Design Report Rev.D-RG-lj

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1. INTRODUCTION

1.1. DESIGN GUIDE FOR SCHOOLS

The Government Architect NSW has prepared a "Better Placed Design Guide for Schools" (version 2.0 May 2018) encompassing new developments and upgrades of educational establishments in NSW and accompanies the State Environment Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP).

Preamble to the guide

"Schools are a vital part of any healthy and thriving community. They provide an important civic place for meeting and exchange and often operate as social as well as educational hubs, not just for parents and students, but for the wider community through the sharing of sports grounds and other facilities.

High quality, well designed schools create a sense of pride, identity and ownership for the communities they serve. They also help deliver better educational results.

There is growing appreciation of the significant role that good design can play in education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn.

Factors such as air quality, ventilation, natural lighting, thermal comfort and acoustic performance have been shown to have a profound impact on teacher well-being and student attentiveness, attendance and overall performance.

There is also an increasing awareness of the need for schools to prepare students for the rapidly changing global economy they will inhabit. Skills such as creativity, Communication, collaboration and critical thinking are now becoming as valued as the more traditional literacies.

It is essential that our school facilities enable the learning and teaching outcomes required of a modern world. It is also vital that they are designed and constructed to reflect the values and aspirations of the local communities for which they perform such an important civic role."

The Educational SEPP contains the following seven (7) design quality principles:-

1. Context, built form and landscape
2.
3. Accessible and inclusive
4. Healthy and safe
5. Amenity
6.
7. Aesthetics

This guide and the Educational SEPP design quality principles have been used as the format and content for preparation of the architects design statement forming part of the schematic design stage submission for the redevelopment of Kent Road Public School.

1.2. DESIGN PROCESS & CONSULTATION UNDERTAKEN

Regular meetings have been held with the DoE's technical stakeholders listed below to incorporate their requirements and feedback into the design:-

- Facilities Management
- EFSG
- Safety and Security Unit
- ICT
- Demountables Coordination Unit

The design process has also involved regular monthly PRG meetings with the PRG group working closely together to vet and endorse the functional design brief, the building siting options and the concept design. Ideas and initiatives arising out of the PRG meetings have helped to achieve better outcomes.

Following approval of the Concept Design there has been a regular interactive and collaborative process with the School Executive regarding the schematic detail of the design and the layout and selection of furniture based on the educational model.

As part of the design process for this State Development two (2) meetings have been held to date with the Government Architect's design review panel.

Local and school community consultation has been undertaken - please see the Consultation Summary Report elsewhere in this submission. Community consultation booths have been operating in Shopping Centres and at the School as well as being advertised in the local papers.

The school community presentation was held on 26 September 2018.

1.3. KEY DESIGN OBJECTIVES & PLANNING PRINCIPLES

The key design objectives and design principles for the project have been progressively established by the stakeholders and are noted below:

1.3.1. SITE ZONING AND BUILDING LAYOUT DESIGN PRINCIPLES

The School Principal requested consideration the given to the following principles in the layout of the site:-

- Library to be in the 'heart' of the School with ground level access.
- Staff room and amenities centrally located.
- Provide ___ covered outdoor play areas.
- Canteen to be relocated to the centre of the School and weather protected.
- Year groups to be located on single in learning hub clusters with 6 classes/year groups.
- Maximise with inter-connecting homebases and homebases opening out to shared support spaces via sliding glass doors.
- Additional toilets at each level of the new homebase block to provide easy supervision. Toilets to be unisex facilities.
- Avoid nooks and crannies in playground areas for supervision.
- Upgrade facilities throughout the School to be disabled compliant and to remove trip and slip hazards with existing stairs.

1.3.2. GUIDING DESIGN PRINCIPLES

The following guiding design principles were developed in consultation with the Principal, Educational Planner, School executive, PRG and EFSG to supplement the initial principles:-

- Creation of a more welcoming entry to the site, through removing the existing carpark and access ramps and providing a covered area that transitions the public street realm with the inner playground realm.
- Provision of easy and direct covered and accessible pedestrian linkage across the whole of the site.
- Clear and circulation rationalization across the site and at each level
- Bringing the agricultural plot (veggie patch) into the centre of the school from the far corner facilitating a community garden type arrangement to be cared for and shared by the families of the area. Food that is currently produced on site is sold to the school community as fundraising revenue for projects on the site.

- Provision of easy dual connectivity to the road reserve and the new playground spaces and existing natural environment.
- Anticipate and respond to the future potential of construction on the road reserve.
- The building form should also respond to the natural setting by incorporating lines with soft forms and natural materials.
- The building scale should be no greater than three (3) storeys to suit the site context and vertical movement of young students.
- To create a facility where everyone feels a sense of belonging, feels comfortable as a community, where the students and teachers come together to teach and learn in an environment that celebrates what makes them individual and different.
- Provide gathering spaces (covered & uncovered) to continue to encourage the School community to come to and utilise the School's facilities and engage with the School and their community.
- Using the landscape design (hardscape and softscape) to create a blend of gathering spaces suitable for class presentations, small musical/drama performances, outdoor learning activities and social interactions.
- Provide a transition zone between hard and soft landscape areas.
- Utilise the current and proposed landscape to provide opportunities for outdoor learning.
- Provide playground and games court areas.
- Retain and protect as much of the natural environment as possible to ensure students have access to areas for conservation and whole of community environmental projects and studies.
- Take the opportunity to re-plant and expand the native tree community on the site in areas where it will not impact of student safety.
- The School want to adopt a "future focused learning" approach where class curriculum is centred on a variety of learning 'stations' being available to the students to facilitate small and medium sized group arrangements, facilitating more opportunities for problem-based learning.
- Provide equitable and layouts for all new homebase "pods".
- Year Groups of 6 homebases to be clustered together to create a year group 'village' with shared breakout spaces, facilities and covered outdoor learning areas.
- Utilise furniture to respond to the age and learning modes of different aged students.
- Integrate the retained buildings and the new building through linkages, visual treatments and materials selection.
- Maximise natural light, natural ventilation and outlook to the outdoor environment.
- Integrate acoustic treatment into the design of the interior and covered outdoor areas.
- Provide exhibition and performance spaces where students can display their work and perform both within homebase areas and other parts of the School.
- Establishing an "edible schoolyard" or "kitchen garden" shared between the School and community could be a means of engaging children and their parents in shared learning experiences and encouraging the involvement and integration of a diverse community.
- Provide centrally located spaces that support Dance, Drama and Music that could become the "heart" of the school where children and members of the community can display art and present performances as a way of celebrating each others culture.
- Library to be as close to the centre of the site as possible.
- Planning to recognise and cater for further future classroom expansion.
- Utilise the fall of the land to balance cut and and minimise the removal and disposal of ground material.
- Good visibility of all play areas for student supervision.
- Minimise on-going maintenance obligations and costs.
- Provide a sustainable built and natural environment.

1.4. ACCOMMODATION BRIEF

1.4.1. MAIN WORKS

The scope of work forming the SSDA includes:

- 34 new homebases and canteen in 2 off 3 storey buildings
- New 2 storey administration and staff facilities block
- New entry canopy.
- External hard and soft works

1.4.2. EARLY WORKS

A number of early works activities will be undertaken to support the overall redevelopment of the School. These will be approved under separate planning pathways. These works include:-

- Buildings F, G, K and L (toilets) will be demolished.
- Blocks I & J will be adapted and extended to create Special Programs and Library.
- Building N - the existing Hall will be increased in capacity by removal of the existing Canteen and partial of the existing COLA attached to the Hall.
- Buildings A,B, C, D, E, H, M and the OOSH will be retained. No work is proposed to those buildings apart from the provision of a covered way.
- New substation on Kent Road

2. EDUCATION SEPP DESIGN QUALITY PRINCIPLES

We consider that the design quality principles contained in the Education SEPP have been applied and appropriately addressed in the design of the proposed development.

2.1. CONTEXT, BUILT FORM & LANDSCAPE

2.1.1. CONTEXT

Kent Road Public School serves a catchment from the M2 motorway and Epping Road incorporating Macquarie Business Park, Macquarie University, Macquarie Shopping Centre in the eastern half of the catchment through to single dwellings in the western half of the catchment.

Anecdotally a lot of children at the school come from the denser home unit areas being constructed along Epping Road and around Macquarie Business park. Refer drawing to ADS 01.

The site is well served by public transport. Refer to drawing ADS 01.

The site has no aboriginal or physical heritage. Refer to drawing ADS 01.

2.1.2. SITE ANALYSIS - DESIGN CONSTRAINTS & INFLUENCES

The School operates on a large open site of approximately 40,800m² which is affected by a number of physical constraints which have limited the size and location of a suitable contiguous site to accommodate the proposed redevelopment. These physical constraints have been summarized below and illustrated on the site analysis drawing ADS 03.

A large part of this large site is constrained by physical and planning impediments to the development of the proposed works. Furthermore the need to retain some existing buildings for budgetary and operational purposes only left an area of some 3400m² for new development. This area also contains a number of established native and introduced trees.

Road Reserve

A road reserve (approximately 42.5 metres wide) runs diagonally across the top (north) end of the site in an east-west direction. This reserve covers approximately 5,800 m² (14%) of the site and is zoned

Under the planning legislation this part of the site can only be used for a road. The NSW Roads and Maritime Services (RMS) has advised that this reservation is still of interest to the Government and as such is not available for other uses.

The site has been and will continue to be used for the location of demountables until construction is completed.

Flooding

The south and south-east part of the site is affected by a corridor and is mapped on the Ryde Council's planning maps. A preliminary study has that the extent of covers approximately 24,500m² (60%) of the site. The Site is impacted by a mix of mainstream and local overland with low to high hazard conditions which have been differentiated to allow development in the low hazard zones.

The medium and high risk zones cannot be built upon and constitute approximately 12,090m² (30%) of the site.

The low risk zone can be built upon or over providing there is offsetting of areas/spaces to ensure the flood storage capacity is not diminished.

Established Trees

The overall site including road reserve is scattered with 214 medium to large sized trees. Fifty Seven (57) of these (approx. 25%) are Sydney Blue Gums (Eucalyptus Saligna), which are protected under Commonwealth legislation. These endangered native trees are mostly concentrated towards the southern part of the site, although there are some located in the centre of the site through the proposed redevelopment zone.

The ecological assessment has that the area of greatest biodiversity value is the southernmost third of the site stretching from the western boundary to the Kent Road frontage and around the rear of the hall.

The ecological report concludes:

> *"The Proposal does not breach any of the three (3) thresholds prescribed under the BC Act that would require the preparation of a Biodiversity Development Assessment Report in accordance with the Biodiversity Assessment Method (Section 1.6) ... The bushland patch located outside and to the south of the Study Area, appears to be an ecotone (although highly modified) between the BGHF and closely related Sydney Turpentine Ironbark Forest (STIF), an Endangered Ecological Community (EEC) under NSW legislation. This area will not be impacted by the proposed development."*

The Arborist, Will Dunlop AQF8 notes:

> *"Fifty-two trees will require removal to facilitate the construction of the new learning centre, office and driveway / loading bay. All fifty-two trees were not determined to be of high retention value. The native and indigenous specimens within this densely populated planted garden were observed to be with poor health or structure. The lower retention value determined for these specimens was also underpinned by their semi-mature age, which allows for more cost and time effective replacement strategies to be employed.*
>
> *Two trees in this area are mature Sydney Blue Gum specimens which are less easily replaced and are both important to the school's tree population. These trees are in poorer condition with a shorter ULE when compared with the other mature Sydney Blue Gums. Altering the position of the proposed buildings or establishing protection measures for these two trees is therefore considered an unreasonable cost."*

Stormwater Channel

A covered stormwater channel crosses the site in a north-west to south-east direction along the line of an old creek bed. Concrete lids are visible along the length of the stormwater channel.

There is no easement over the channel.

Stormwater connections from the School do not connect into this channel.

Sewer Line and Easements

A small section of 1.2 metre wide easement for sewer drainage exists in the proposed parking area of the site. This will not be a concern to the proposed works. The sewer line continues through the southern extents of the site, well outside any areas of potential

work, without any easement restrictions.

Retention of Existing Vegetation & Open Space

The area of the site by the ecologist as having the greatest biodiversity value is proposed to remain untouched. This area has been expanded to the whole of the southern part of the site.

The open play space with perimeter planting that is as future road reserve also remains untouched apart from temporary use to accommodate demountables during construction.

2.1.3. SITE INFRASTRUCTURE

Services Infrastructure

A report on the existing services infrastructure has been prepared by services engineers, Jones Nicholson. The site is currently serviced by water, sewers, gas, stormwater and electricity.

The site is currently serviced by two separate electrical connections located on the Herring Road and Kent Road street frontages. There is an existing pole mounted substation on Kent Road which has been assessed and will not have enough capacity to serve the new development. A new substation kiosk on Kent Road and associated easement will be provided as part of the early works for the project. The two connection points will be amalgamated, simplifying the school's supply.

2.1.4. TRANSPORT

Access to Transport & Amenities

The site is serviced by buses on both the Kent and Herring Road frontages with stops almost immediately outside the School's entry points on each frontage.

A cycleway was recently completed and runs through the ELS Hall Park to Kent Road opposite the School and pedestrian crossing. Another regional cycleway is under construction and will be completed in 2020/2021. This cycleway will on Agincourt Road close to the intersection with Herring Road.

Refer to drawing ADS 02.

Parking and Servicing

The report recommends adjustment to the extent of pick-up and drop off areas on Kent and Herring Roads.

A loading bay to service the Canteen and Administration and storage areas across the site will be located on the north side of the Administration Building and accessed from Kent Road. Two (2) small parking bays for pickup/ drop-off of students with illness or disabilities will be adjacent to the loading bay.

The extent of staff carparking on the site has been maintained. The informal parking at the western end of the site will be surfaced and undertaken as early works.

The staff carpark will be fenced off to improve student safety.

Bicycle & Scooter Parking

The School currently has around 16 bikes and scooters parked outside the main administration building. An expanded parking area for 60 bikes and scooters is proposed adjoining the south-west face of the Hall and will be undertaken as part of early works.

Student Pick-up and Drop-off

Based on the increase in student numbers the report has proposed changes covering the extension of kiss and drop and pick-up parking around the site. The Engineer's proposal is to increase the number of kerbside spaces along the Kent Road frontage from 8 spaces to 10.

BUILT FORM

Design Response to Site Issues, Orientation & Climate

The scale of development was considered to be important given the site's location in a low density residential area. A two storey building scale at the entry and a three storey building scale towards the centre of the site were considered appropriate. This was supported by GAO. A three (3) storey height was anecdotally considered to be the maximum suitable for a primary school.

Design Concept

We set an objective that our design response needed to acknowledge the potential impact that a future freeway could cause. Furthermore we wanted to physically connect the existing and new buildings with a circulation system that provided easy and direct that was accessible and inclusive to people with differing needs and capabilities.

The design concept is based around a circulation spine linking across the site and connecting to the retained buildings at the western end of the site.

Attached to the spine are three (3) new buildings of 2/3 storeys with new entry/administration and staff facilities at the Kent Road frontage and two (2) three storey homebase blocks with pods of six (6) homebases/levels - refer to drawing ADS 04. One homebase block has four (4) homebases and the Canteen at ground level. The administration block has a part third which provides lift and stair access to the Level 2 homebases.

This has resulted in a linear circulation spine connecting the buildings. The spine is by service cores and stairs which act as separating elements / acoustic buffers to any future road. The built form is arranged with dual aspect to allow for natural light and ventilation yet with some greater separation of the homebases from a potential future noise and air pollution source. The homebases have their visual focus and outlook primarily in a southerly direction to capitalise on the natural scenic environment of the lower part of the site.

The proposed circulation spine also follows the contours of the land and enables all the new buildings to have consistent levels and disabled access.

Generous access points are provided at ground level to connect the school on both sides with the playground spaces and the RMS land. The RMS land is currently used as the active play space with a small number of students playing soccer.

Generous bridge links between cores allow for northern aspect and outlook in two directions. Core stairs are open sided and also provide for northern aspect and outlook.

We have provided a nominal set back of 5.0mts from the road reserve to allow for stormwater drainage swales, builders access, fencing, scaffold and the like.

The redevelopment works provide the opportunity to address and ameliorate some of the school's existing shortcomings such as the quality and scale of the School's entry, connectivity and covered access across the site, better external learning and play spaces, disabled access compliance and student safety.

Built Form & Scale

The linked homebase and administration buildings have organic/natural curvilinear forms facing the open parkland environment to the south and a straight linear spine running parallel to the rectilinear line of the future road reserve. The circulation spine provides horizontal

access as well as linking to stairs in the core for vertical circulation. At ground level there are generous tiered seating platforms providing access to the road reserve.

The typical homebase is based on 3 x "paired" homebases with centrally located shared facilities, such as practical activities area and presentation space, and toilets external to the pod. The building is framed with all internal walls being lightweight partitions that can be readily removed to allow of the internal space to suit the changes in pedagogy.

The ground platform level is set to balance cut and and to minimise any removal of spoil from the site through residential areas.

The proposed new ground level and playground have been set to correlate with the existing Kent Road entry levels. These extend horizontally across the site and result in a cut of approximately 1.6mts.

The building form is illustrated in the massing perspectives and images contained in drawings ADS 05 & ADS 06.

The positioning of new buildings together with the demolition of existing buildings results in a large and more consolidated area for active and passive play.

The playspace will be leveled (currently sloping) through a balanced cut & and will integrate with the existing large areas of open space both on the School and road reserve. The extent and level of the playspace has been established to ensure there is no

Future Expansion

The opportunity and feasibility of putting future homebase pods on the RMS land was discussed and acknowledged as an option for further expansion if the road reserve was no longer required by RMS and this portion of land was re-zoned for education use.

Several options are available if a larger school was proposed in the future. The level of the RMS land would accommodate a 2 storey homebase pod linking to the existing "spine" which could accommodate up to 12 homebases / around 275 extra students.

Master planning options for possible future expansion both on the school site and on the road reserve are illustrated on drawings ADS 07 and ADS 08.

Homebase Pod Concept

Whilst the briefed accommodation schedule sets out the physical requirements to be incorporated in the concept design, consideration was given to the design and of spaces for future focused learning. This included allocation and distribution of the available areas to create innovative teaching and learning, breakout areas and communal spaces such as open areas for shared use within the school and by the wider school community.

The EFSG Guidelines a total allowable area per homebase and provides a generic layout.

The new homebases are typically 95m² gross including the teaching space and the ancillary spaces consisting of withdrawal area, practical activities area and personal effects storage. Circulation allowances and covered outdoor learning areas would be additional to the homebase areas. Today's learning spaces require a design that enables integration of various types of spaces which permit multiple modes of learning – this is successfully achieved through the blending of learning spaces. Whilst providing the optimal setting for today's learning, this design approach has the to adapt to future pedagogy developments.

The proposed forms are the result of the educational planning model (whole year group per homebase pod) and providing equity between all students over the three (3) of each building. Six (6) different planning options for a typical homebase pod were developed and presented to the School who endorsed the current layout as best meeting their criteria.

The current proposed built form results from the optimal planning module and the best balance between tree loss, corridor, horizontal linkages across the site, visual outlook, permeability between the school and RMS land, open space and responding to the potential impact of future freeways.

Refer elsewhere in this response for detail on natural light and cross ventilation.

The current form of the homebase pods and cores resulted from selecting one of 6 options presented to the client.

Each option provides equitable and consistent layouts of "paired" homebases throughout each pod. Equity of layout is considered to be one of the most important DoE educational principles.

The selected homebase pod layout was considered to best meet the educational brief and other design objectives for replication over the three (3) levels of each homebase pod. It was considered to provide the best equity, orientation as well as being the most

Sculptural qualities are incorporated into the organic form of the proposed three (3) new buildings through elements such as line, balance, rhythm and colour as well as proportion in the form and fenestration of the pod. The curvilinear and articulated pod shape create a soft, , dynamic and more natural form both externally and within the paired homebases.

The typical homebase pod provides a range of spaces to learn, play and socialize as well as spaces for different modes of learning and for students with different levels of ability.

The interior of the learning buildings allows rooms to be opened up or closed down depending on the learning mode. The formal learning spaces are arranged around a break out space (learning street) to open to the larger gathering and presentation spaces. The circulation zones provide the space between formal and informal learning.

The preferred typical layout incorporates shared practical activities area for 30 students (60m²) and presentation space for 60 students (50m²). The "paired" homebases will have connections to covered outdoor learning areas.

Toilets will be located externally to the homebases along the line of the new covered way and stacked vertically one above the other. Toilets will provide a mix of unisex ambulant toilets, disabled toilets and staff toilets as well as cleaners room and communications rooms.

Furthermore there is a diversity of indoor & outdoor spaces to facilitate formal and informal use.

Northern Aspect & Outlook

The attached plan drawing ADS 09 illustrates the "width" of northern aspect between cores and the northerly outlook from both the covered walkways and homebases. The Practical Activities area and parts

of the two sides of the homebase blocks face towards north-east to north-west. Other faces of the building get early morning and late afternoon sun access.

External outlook is promoted from all sides of the homebase pods to both the open landscape environment to the South and to the road reserve to the North. Window levels are set at 1.100 mm above

Ground and elevated balconies at the ends of the learning street, the covered walkways and the tiered amphitheater seats adjoining the road reserve provides dual North-South outlook.

2.2. SUSTAINABLE, EFFICIENT & DURABLE

The buildings have been designed to minimise the consumption of energy, water and natural resources as well as reducing waste.

The building has been assessed for its ESD qualities and its compliance with the JV3 requirements of the BCA.

The school is very well located to permit safe walking, cycling and public transport modes of access to and from the school. Racking is available for 60 bicycles/ scooters.

2.3. ACCESSIBLE & INCLUSIVE

2.3.1. ACCESSIBILITY

Access considerations were paramount in development of the master plan and subsequent development into the schematic design.

The existing site slopes from north to south and south-east. At present all entry points into the School are accessible.

Access to the main entry is at grade from Kent Road and the ground level and main playground level are set at this level.

The new buildings proposed for the site can be made to be disabled access compliant through provision of a lift that can provide horizontal connections to the 3 new buildings and the covered ways connecting the blocks.

A stretcher lift is located within the Admin. block. This location has been based on EFSG feedback that the lift use needs to be controlled by admin. staff. The lift provides access to all the levels of the new buildings.

The concept for the new building is based upon good and connectivity across the site as well as permeability through the ground between the open recreation spaces on each side.

The ground level of the new building has been set at the existing level of the Kent Road entry.

The existing extended Hall, refurbished Library and the new sports courts of the School are able to be shared with the community to cater for activities outside of school hours.

A new entry canopy is proposed to create a large covered area right at the front of the School for the community to gather and socialise before and after school.

2.3.2. HORIZONTAL & VERTICAL CIRCULATION

The concept is based around a linear spine which provides circulation which is simple, obvious, efficient and direct.

A slightly elevated and suspended covered way will extend at ground level and connect to the 4 retained homebase blocks at the western end of the site. Access up to this section of the covered way will be via stairs and disabled compliant access ramps. The will be suspended so as not to impact on storage and

The ground lateral connections to the RMS land are comprised of tiered platforms and stairs rising 1.6mts which provide outdoor learning, seating and play spaces with good access to sunlight, natural ventilation and outlook.

Checking of stair widths has been done to ensure compliance with both BCA and EFSG guidelines. The stairs in the cores provide direct access to the "learning streets".

Additional stair connections have been provided from ground to from the main courtyard / playground – refer to Circulation Diagrams contained on drawings ADS 10 - 12 inclusive.

Lateral connection along the covered walkways is not a strong movement so a clear walkway width of minimum 3.0m was considered to be more than adequate for the covered way. This has been with the School and again complies with the EFSG guidelines.

A covered walkway and tiered amphitheatre seating will provide easy linear connection in an east-west direction and cross connections to the playspaces both on the road reserve side and on the main school site of the new buildings.

The covered walkways and core stairs will provide protective cover from sun and rain.

The width of the circulation spine varies a lot along its length particularly in the core areas and never creates a "gun barrel" feel. The linear spine is "softened" by introduction of small seating areas along the covered ways which connect and link across the whole site. The ends of the spine are open and provide distant views.

Refer to sectional perspective drawings ADS 13 and ADS 14.

2.3.3. ENTRY STATEMENT

A new more legible, welcoming and generous entry will be located off the Kent Road frontage in the area currently occupied by staff carparking. This space will be covered with a new 2 storey high entry canopy.

The entry plan shows safe waiting areas on site immediately inside the school gates and fence.

The proposed new entry to the school results from the relocation of existing staff parking to the western side of the site and removal of pedestrian ramps to the Hall and fences and retaining walls as part of the early works.

The pedestrianisation of the entry provides the opportunity to better connect the Hall with the entry and to create a much more visible, engaging and welcoming entry with seating to encourage the school community to congregate.

The current entry to the School is a 1.000mt wide pathway by fencing and the existing staff parking (12 vehicles). To the east and south of the staff carpark are a series of obtrusive retaining walls, ramps, stairs and fences that connect the entry level down to the Hall and COLA (approx. 1.6mts).

As part of the early works the existing carpark and disabled access ramps will be removed and a new disabled access ramp will be constructed along the Kent Road side of the existing COLA attached to the Hall to gain access to the main level of the Hall.

Tiered seating and stairs will link the Hall COLA up to the area occupied by the existing carpark and the new entry canopy/COLA.

The entry fence and gates along Kent Road have been gured to create a more generous entry

to the site and to break the rigid alignment of the fence along the street boundaries of the site.

A large number of trees are proposed to be removed along the "boundary" line of the future road reserve and eastern boundary to accommodate the new buildings.

Refer to perspective drawing ADS 15.

Community Use of Facilities and After Hours Access

The re-development of the School will also provide opportunities for extended use of the facilities by the local community.

The site planning and enhanced entry promote the availability of the School facilities such as Hall and Library for community use. These facilities are next to the Kent Road entry.

The Hall is located close to the Kent Road entrance and is currently accessed via a ramp from the playground/carpark to the COLA attached to the Hall. As noted previously it is rented out 3 nights a week to various community organisations.

The Library is located close to the Kent Road entry.

The Sports Facilities are located in the middle of the site and could be made available for community use.

Out of hours access and security to these facilities will be considered as part of the detail design.

2.4. HEALTH & SAFETY

The perimeter of the site is currently secured with a high palisade style fence. The alignment of the fence at the main entry off Kent Road has been to provide a "blurred" boundary zone outside the main school entry.

The safety of students will be addressed by the elimination of trip and slip hazards and the use of 1,300mm high non-climbable balustrades throughout the project as well as handrails to the side of all stairs and amphitheatre seating.

The health of students, staff and visitors will be optimised through natural ventilation and natural light. Materials and shall be chosen to prevent off--gassing.

New student toilets are located on each level of the new building for easy surveillance.

2.5. AMENITY

The new development improves the amenity on site for students, staff and school community.

A high level of internal amenity is provided to the homebase pods through high levels of natural light, natural cross ventilation, spaces and external outlook.

A high degree of external amenity is achieved through the leveling and construction of more usable playspaces and outdoor learning areas.

The impact that the natural wind sources and directions have on the built form are minimal due to the retention of existing buildings, new and existing vegetation and the installation of a wind screen between blocks R & P.

The open space per student following redevelopment is still very high at 29.7m^2 per student.

The new buildings provide a wide range of pleasant and engaging spaces for educational informal and community use.

The new building provides both indoor and outdoor (including elevated) learning spaces, a shaded practical activities area and presentation area.

Solar Access & Protection

Solar access and dual outlook are available from the homebases and circulation spine/stair.

The EFSG guidelines require that "direct sunlight is excluded from all learning spaces, libraries, administrative and staff studies between 9.00am and 3.30pm between 21 September and 21 March."

Furthermore the guidelines require that "exclude direct sunlight from desk level in all learning spaces between 9.00am and 3.30pm throughout the year."

Sun studies on the faces of the building have been undertaken based on the above requirement and as a result horizontal sunscreens/light shelves are proposed on some faces of the building.

Drawing ADS 09 shows the clear openings between the solid elements of the cores.

The drawing illustrates that solar access is available throughout the day to playground spaces, tiered amphitheatre seating and seating along the covered ways.

Solar access can also penetrate into the stairs, covered ways and part of the covered playground areas.

Overshadowing

The new buildings overshadow the new main hard quadrangle space mid afternoon in winter.

Refer shadow diagrams for June 21, the Equinoxes and December 21 are illustrated on drawings ADS 16-18.

Natural Lighting

Similarly all homebases and occupied spaces will have natural light in accordance with the Building Code of Australia and creating an optimal balance with glare and solar gain.

All regularly occupied spaces are located on external walls except for the presentation space. The façade consists of continuous strip windows 1600 high for the vast majority of the four (4) sides of the homebase pod.

The homebase layout provides natural light which exceeds the minimum requirements of the BCA to all the external occupied spaces except the internal presentation space. Given the nature of this space and its usage the use of borrowed light and supplementary light is considered reasonable (no BCA requirement for a presentation space).

The top levels have the additional of a pop-up roof with glazed perimeter.

A report prepared by Surface Design concludes:

> *" The current design for the Homebase Kent Road Public School was assessed to understand the light levels for the Administration Building and typical Homebase Building. To assess the provision of high natural light into each space, the assessment considered the Green Star Credit criteria, defined as a Daylight Factor of 2% under 10,000 lux CIE Uniform Sky.*
>
> *This assessment tested a range in glazing Visual Light Transmittance (VLT) between 55%-70% and*

indicated the impact of shading provided by the awning and walkway to the space directly below.

The daylight assessment demonstrated the exposed Level 1 Open Plan Leaning Area B had the largest quantity of Natural Light, between ~53.92m2(41.50%) to 62.49m2 (48.10%). The other Open Plan Learning Areas had reduced levels of natural light levels due to awnings and transitional walkways located directly above. These structures form part of the solar shading strategy and reduce solar heat gain and glare to the space allowing the optimisation of daylighting to be met by selection high performance glazing and Visual Light Transmittance (VLT).

A minimum Visual Light Transmittance (VLT) of 55% should be nominated for the Homebase Kent Road Public School to achieve satisfactory natural light levels for the Open Plan Learning Areas. These areas are considered flexible learning environment spaces, allowing students and teachers the option to relocate lessons and seating arrangements, if greater access to natural light was required."

Natural Ventilation

In line with EFSG and Building Code of Australia all space are to be provided with "air movement" and "cross ventilation".

The "pod" layout facilitates natural ventilation which exceeds the minimum requirement of the BCA. Window openings have been placed at the opposite ends of the paired homebases. The presentation space also meets the BCA requirement for borrowed ventilation.

All regularly occupied teaching and learning spaces are located on the external perimeter of the building apart from the presentation space. The façade consists of continuous strip windows 1600mm high with integrated glass louvres. The learning streets are also ventilated at each end with louvres above the doors.

The presentation space which is internal and relies on borrowed ventilation from the learning street on the 2 lower levels incorporates risers for mechanically assisted ventilation if this becomes necessary on still days due to lack of natural air movement or as a result of high user numbers.

The top levels have the additional of a pop up roof with additional operable louvre windows.

Drawing ADS 19 shows the patterns of natural and supplementary mechanical ventilation.

A natural ventilation report prepared by Windtech concludes:

"...that the natural ventilation to the open plan paired homebases have excellent potential to generate natural cross ventilation airflow"

The report also concludes that:

"...the various Shared PAA spaces that opens directly onto the covered walkway on all levels of Blocks P and Q have the potential to generate adequate natural cross ventilation airflow through the internal space due to the significantly different pressure regions at the northern openings."

and:

"The Shared Presentation Spaces will be borrowing ventilation from the Learning Street that may be adequate depending on the intensity of the prevailing winds. It should be noted that a mechanical assisted ventilation system is also proposed within the Shared Presentation space and appropriate airflow through the Shared Presentation spaces can be mechanically induced by the ventilation system on days when air movement is still and hot"

Air Conditioning

The recent SINSW directive to include air conditioning in all learning spaces and libraries will result in the installation of reverse cycle systems. This would eliminate the need to provide separate gas heaters, as is typically the current situation.

Air Conditioning will be provided to meet the guidelines developed by the Department of Education.

Floor to heights and ceiling voids have been established to provide ceiling space to allow for cassette style A/C or a fully ducted system with outside air.

We had also locations for condenser placement and easy service access to the roof of the core elements. This location integrates the mechanical plant with the building and conceals the units from view.

Landscaping

Landscape in the form of softworks and hardworks form an integral part of the redevelopment.

Dry Creek Swales form the interfaces between the new works and the RMS road reserve and the existing buildings that are being retained.

New landscaping will be added along the Kent Road frontage and throughout the new courtyard to provide a contribution to the street and the new gathering spaces.

Use of the natural environment for play

The outdoor environment and quality of outdoor spaces will promote cooperative play and support social and emotional wellbeing.

The proposal provides multiple different areas for play and recreation including:-

- Use of the existing natural open environment
- New covered sports court next to the tennis court (early works)
- New level playground for passive play and activities such as hand ball
- Retention and better connectivity to the active playspace on the road reserve
- Terraced amphitheater spaces for seating and outside learning.

The ground learning streets of the homebase pods connect out to the semi-enclosed courtyards.

Integrated Landscape & WSUD

A new level "platform" has been created for play areas. This consists of semi enclosed courtyards and passive play areas. This area incorporates plenty of soft landscaping and seating areas.

Below the playground is an underground OSD tank.

Overland stormwater are expected from the RMS road reserve. It is proposed that this was dealt with by landscaped and drained swales in the proposed 5mt "setback" zone from the RMS road reserve. Bridge connections would link over the swales to the RMS land.

The swales and bridges provide the opportunity to

integrate landscape, planting and water sensitive urban design (WSUD) in order to enhance the amenity of the outdoor areas and provide features that can be learning tools in themselves.

Aboriginal Cultural Heritage

An interpretive indigenous heritage report has been developed by Arcadia, landscape architects.

The totem for the local tribe, the Wallumedegal people is the Snapper.

The report several opportunities to incorporate design elements including:

- Dry creek swales
- Entry Canopy ceiling treatment
- Yarning circles
- Paving narratives
- Use of timber
- Artwork integration to walls
- Sandstone elements
- Bushtucker gardens

These opportunities will be reviewed and developed in the next stages of the development of the project.

2.6. WHOLE OF LIFE, FLEXIBLE & ADAPTIVE

2.6.1. WHOLE OF LIFE

Whole of life considerations for the project include:-

Building Fabric

Building materiality and structural systems have been selected to deliver a robust low maintenance product. A selection matrix was developed to guide material selection through the Schematic Design Phase. The matrix example below outlines a material's function (to determine if the material is actually required), whether it's sourced sustainably, its durability and maintenance, regime, its capital cost (comparative to other options or Value for Money) and its recyclability at its end of life.

Function	Material	Sustainable Sourcing	Recycled Content	Comparative Cost	Maintenance	Durability	Recyclability
Structure	Concrete	No	Yes	Medium	Very low	Long	Yes
covering assisting with acoustic dampening	Marmoleum	Yes	Yes	Medium	Medium	Long	Yes
External	steel sheeting	No	Yes	Low	Very Low	Long	Yes

For example, at concept design stage, a concrete super structure including and supporting framework has been selected for the building due to the length of life, its ability to source recycled content in tis composition, and its capacity to be recycled at the buildings end of life.

Services

At this stage the extent of WOL Building System Design considerations have been limited to establishment of selection strategies and other initiatives. As with building fabric selections, building services design moving into Detailed Design Phase will include rigorous analysis to ensure systems are required, their value for money is considered, they include low energy (resource consumption), they incorporate variable usage (to minimise usage eg. PIR sensors), they are durable with minimal maintenance and have lengthy time frames before requiring replacement.

Flexibility

The brief promotes cooperative learning environments that provide a variety of teaching areas, which are adaptable enough to cope with any change in staff and children. The internal and external learning spaces will

The layout of the typical homebase "pod" consists of paired teaching spaces with common storage and meeting room and access to covered outdoor learning areas (balconies). The learning streets are generously dimensioned circulation spaces that provide additional breakout areas. The typical layout incorporates shared spaces for practical activities area for 30 students (60m^2) and presentation space for 60 students (50m^2). The practical activities area will be able to spill out onto the covered walkway at each level. All spaces can be opened up or closed off depending on the mode of teaching and learning at the time.

Adaptability & Structure

The structure is framed in concrete with predominantly perimeter columns and shear walls (for earthquake resistance) and some internal columns. The to height is set at 3.600mts which leaves a ceiling space of approximately 700mm. All internal walls including back-up walls to the external building fabric are plasterboard or sliding aluminum framed doors which can be readily re-co to suit changing pedagogy. All services cupboards, risers, toilets and the like are contained outside the "pod" in order to not limit future ation. The core elements also provide some and connectivity for future expansion if the School is enlarged.

Structure

The proposed structure is generally of concrete framed construction to provide the optimum for future

Ground level slabs will generally be supported on natural ground and The upper will typically be post-tensioned plate supported on concrete columns and walls. No transfer structure proposed.

The concrete structure will be braced by reinforced concrete shear walls that will help transfer any seismic or wind loads down to the footings and eventually back out of the structure and into the underlying soils.

The homebase pod roofs and awnings are constructed from concrete.

The COLA / Entry canopy / covered walkways will be steel framed with tree like struts to support the large clear span roof.

2.6.2. ENVIRONMENTAL SUSTAINABILITY DESIGN INITIATIVES

SINSW aspires to targeting 4 star design (best practice) into the design of new education buildings.

The building footprint, internal layouts and building envelope have been shaped and orientated to take advantage of and optimise:-

- Controlled Solar Access (thermal comfort and reduction of glare).
- Natural daylight into the learning spaces
- Cross natural ventilation greater than 5% of
- External views from the learning spaces to the school's natural features including stands of mature trees and green playground spaces.

The design of the building incorporates the following environmental initiatives:-

- Stormwater capture, storage and re-use.
- High levels of insulation in walls and roofs.
- Playground softfall surface made from recycled car tyres.
- 'Ecosoft' cushion backed carpet tile construction made from recycled PET bottles and fully recyclable at the end of its life
-
- Use of LED lights throughout the project.
- Use of motion activated devices for lighting and air conditioning.
-
- Appliances with low energy usage rating.
- The installation of a 99kV solar array to reduce greenhouse emissions and to offset electricity use.
- Early works demolition and new construction to target 90% recycling or re-use.

Product and material selections for external and internal surfaces are noted on page 14 and have focused on:-

- Use of Australian and New Zealand products.
- Selection of products using sustainable/ renewable/recycled materials.
- Selection of products and materials with low embodied energy.
- Value for money.
- Life cycle costs.
- Future recyclability.
- Selection of products to achieve acoustic performance.

Building Services Integration with the Building Design

Locations for exhaust fans, air conditioning condensers and the solar array are integrated into the roofs of the new buildings.

These elements are screened from view.

Stormwater

An On-Site Detention System has been proposed under the playground with an established volume of 214 cu.m and an outlet or size of 143mm to limit the to 45 L/s for storms up to and including 100 year events meeting council requirements.

It was noted that the strategy of demolishing existing demountable building and reinstating landscaping reduces rates and volume of the stormwater and environmental impacts.

Rainwater storage tanks will be provided to collect

Waste Reduction & Management

The School's operational waste management system will be upgraded to meet the increased demand resulting from expansion as well as targeting a 90% recycling of demolition and construction materials.

The waste management facilities and bulk waste pod have been incorporated into the site planning and the building design at the eastern end of the site attached to the loading bay off Kent Road.

2.6.3. LANDSCAPE DESIGN

Design Intent

The proposed landscape design of the school is generally divided into the following areas:

- Main entrance
- Rain gardens
- Vegetable/Indigenous food gardens
- The quadrangle
- Amphitheatre seating

1. Main Entrance

The main entrance off Kent Road has been designed to create an entry statement and a sense of arrival. The use of two large trees either side of the main gate frames the entrance, acting as a landmark and creating a sense of arrival. The curving paved area leading into the school creates an interesting and mindful experience as people enter the site.

2. Rain Gardens

The two rain gardens are located between the existing playground and proposed classroom blocks and adjacent to Block 'I'. These are designed to capture and absorb rainwater runoff from surround areas or structures. The gardens also create an educational and interactive experience for the children.

3. Vegetable/Indigenous Food Gardens

These gardens educate the children on the growing and harvesting of crops while interacting with nature. Indigenous food can be added into these gardens to further educate the children on the aboriginal culture in the area.

4. The Quadrangle

The proposed Quadrangle acts as one of the major areas for play in the school. Additional seating areas close to activities and in quitter space have been added to give children the option of participating in passive or active play. Additional planting has also been added to soft the large paved area and provide extra shelter from the elements.

5. Amphitheatre Seating

To address to level change between the quadrangle and playgrounds, large amphitheatre steps have been proposed to act as both an access between the spaces and seating for the children.

Planting

The suggested species have been selected based on the following:

- Locally occurring Blue Gum High Forest, Turpentine-Ironbark Forest and Shale – Sandstone Transitional Forest species as recommended in Kent Road Interpreting Indigenous Heritage by Arcadia Landscape Architecture.

- Hardy and reliable species that will require minimal maintenance in a school environment.
- Deciduous trees have been selected for year round interest with autumn colour and spring blossoms (some species) while providing additional sun during winter.

2.7. AESTHETICS

Aesthetics and Visual Impact

The built form has good proportions and a balanced composition of elements.

The 2 & 3 storey scale is considered appropriate to the site and surrounding neighborhood and was

The open space and existing landscape environment have been retained. The area of greatest biodiversity value has been retained and is untouched. This area has also had a amount of recent replanting using indigenous native tress and shrubs.

The majority of the new buildings are in the centre of the site and the smaller 2 storey administration/staff building is the most visible element from the public domain.

A separate Visual Impact Assessment has been prepared by Gardner Wetherill and Associates.

The new buildings are only visible from four (4) of the eight (8) key public domain vantage points around the perimeter of the site due to the location of the redevelopment in the centre of the site and the presence of extensive vegetation throughout the site. The degree of visibility varies depending upon other existing buildings and vegetation.

The service elements to do with air conditioning and ventilation are integrated into the building fabric.

The long stretch of existing security fencing around the site is broken by the new entry, gates and associated landscaping.

2.7.1. EXTERNAL MATERIALS AND FINISHES

Our approach to the building cladding will be to utilise a powder-coated facade system with integrated sunhoods sitting on a brick base. The brick base will be comprised of coloured glazed bricks - a different colour for each block with that colour running vertically up the building adjoining the entry doors to the learning street. Colours will be soft and natural to make the building recessive and reposing.

Materials and will be robust and for durability.

The Glazing, spandrels and wall insulation have been selected to achieve environmental performance that exceeds the JV3 requirements and the Greenstar education tool. A JV3 assessment impacted on the selection of External Materials and Finishes contained in on page 14.

2.7.2. INTERIOR MATERIALS AND FINISHES

The schedule of Interior Materials and Finishes is contained on pages 15 and 16.

A sample board accompanies this application.

2.7.3. FURNITURE, FITTINGS & EQUIPMENT

Furniture

Workshops have been undertaken with the Principal and School Executive to zoning of areas for different modes of learning throughout the homebase pod, and to select the type of furniture to be used in homebases, administration and staff facilities.

Furniture plans are illustrated on drawings ADS 20-21 inclusive.

An internal view of the typical paired homebase is illustrated on drawing ADS 22.

Integration of Technology

The upgrade will ensure that Kent Road Public School will be technology smart, with technology embedded in the internal and external teaching areas of all new and refurbished buildings.

3. BCA REPORT

A Building Code Report provided a checklist for the Design Team leading into Detailed Design.

The report outlines the building type of construction required, as well as identifying potential areas of non-compliance that could be designed out during Detailed Design Phase.

-
- Rise in Storeys: 3 (C1.2)
- Effective Height: <25m (A1.1)

BCA Type A resisting construction is applicable to the proposed building work.

The Schematic Design phase has developed information to take into account the particular areas described by the Report including ratings, hazard properties of materials, as well as vertical separation of openings in external walls and emergency egress.

4. DISABILITY ACCESS

A Schematic Design Disability Access Report has been prepared by Lindsay Perry Access.

This report concludes that:

> *"Schematic Design documentation for Kent Road Public School has been reviewed against the requirements of the Building Code of Australia 2016 and The Disability Discrimination Act 1992 with regard to access for persons with a disability. The requirements of the Disability Standards for Access to Premises (Buildings) and the Access Code for Buildings have also been addressed.*
>
> *We consider that the drawings presented for assessment generally comply with The Building Code of Australia 2016 and the intent of the Disability Discrimination Act 1992, subject to the recommendations made in this report being implemented during the construction process ...*
>
> *... Construction is to be in accordance with the recommendations made in this access report to ensure compliance. Where construction differs from the drawings, further assessment will be required to ascertain compliance ...*
>
> *... Best practice options, as noted in the report, are not mandatory but will minimise the risk of a complaint made under the DDA."*

Disabled access ramps to the Hall and COLA will be relocated to the Kent Road side of the Hall as part of the early works.

A disabled persons parking space will be provided adjacent to the loading bay and Administration.

Vertical circulation to all levels will be provided by a compliant stretcher lift located in the administration block.

5. STATEMENT OF DESIGN COMPLIANCE FOR DoE

A Statement of Design Compliance verifying that the schematic design complies with the Business Case, Educational Principles and all relevant NSW Government Laws and Legislation has been issued to SINSW.

6. PRODUCT & MATERIAL SELECTIONS

6.1. EXTERNAL MATERIALS & FINISHES

BUILDING	BUILDING ELEMENT	MATERIAL	FINISH	COMMENTS
HOMEBASE BLOCKS & STAFF FACILITY & ADMINISTRATION BLOCK	Wall lining	Curtain wall		
	Windows	Aluminium framed & glazed	Natural anodised	Fixed and lourvre glass, coloured glass spandrels
	Louvres	Aluminium	Natural anodised	
	Doors	Aluminium framed & glazed	Natural anodised	
	Sunshading devices	Aluminium	Natural anodised	
	Roofs	Concrete	Waterproof additive & membrane	
	Fascias		Colorbond / powdercoat - colour t.b.c.	
	Eaves linings	Aluminium panels with timber look		
	Lift	Stainless steel doors	Linished stainless steel	
	Covered way/COLA posts	Concrete posts & steel roof struts		
	Undercroft ceiling	Aluminium panels with timber look		
	Undercroft surface	Coloured concrete	Colour - "limestone" oxide	
	Pathways	Coloured concrete		
	Retaining walls	Off form concrete		
COVERED WAYS & SMALL OUTDOOR LEARNING AREA BALCONIES	Floors	Off-form concrete		
	Balustrades	1300 high with vertical balusters	Galvanised steel	
	Covered way posts	Concrete columns with steel roof struts	Columns - off form, Struts - galvanized	
	Ceiling lining	Aluminium panels with timber look		
ENTRY CANOPY	Floor	Coloured concrete		Possible interpretive paving/praphics
	Columns	Off form concrete & steel roof struts	Galvanised	
	Roof	Steel	Colorbond	
	Fascia / Downpipes etc	Steel	Colorbond	
	Ceiling	Aluminium panels with timber look		Possible interpretive totem
EXTERNAL WORKS	Ampitheatre seating	Synthetic grass	-	
	Courtyard surface	Concrete - "limestone" oxide		
	Raised planterboxes	Off-form concrete		Localised timber seats

6.2. INTERNAL MATERIALS AND FINISHES SCHEDULE

NEW HOMEBASE BUILDING	SURFACE	BASE MATERIAL	FINISH
GENERAL HOMEBASE AREA	Floor	Concrete	Cushion backed carpet tiles
	Wall	Impact Board Plasterboard	Paint
	Ceiling	Perforated plasterboard	Paint
	Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations
PRACTICAL ACTIVITIES AREA	Floor	Concrete	Vinyl
	Wall	Impact Board Plasterboard	Paint
	Ceiling	Perforated plasterboard	Paint
	Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations
PRESENTATION AREA	Floor	Concrete	Cushion backed carpet tiles
	Wall	Impact Board Plasterboard	Paint
	Ceiling	Perforated plasterboard	Paint
	Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations
MEETING ROOMS	Floor	Concrete	Cushion backed carpet tiles
	Wall	Plasterboard	Paint
	Ceiling	Perforated plasterboard	Paint
	Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations
STORE AREAS	Floor	Concrete	Vinyl
	Wall	Fibre cement	Paint
	Ceiling	Fibre cement	Paint
	Other		

NEW ADMIN BUILDING - GROUND FLOOR	SURFACE	BASE MATERIAL	FINISH
Entry / Reception	Floor	Concrete	Carpet tiles & Door Mat at entry
	Wall	Plasterboard	Paint
	Ceiling	Perforated plasterboard	Paint
	Other		
Interview Rooms	Floor	Concrete	Cushion backed carpet tiles
	Wall	Plasterboard	Paint
	Ceiling	Perforated	Paint
	Other		
	Floor	Concrete	Cushion backed carpet tiles
	Wall	Plasterboard	Paint
	Ceiling	Plasterboard	Paint
	Other		
Sick Bay	Floor	Concrete	Vinyl
	Wall	Fibre cement	Paint
	Ceiling	Fibre cement	Paint
	Other		
Toilets	Floor	Concrete	Ceramic tiles
	Wall	Fibre cement	Ceramic tiles/paint
	Ceiling	Fibre cement	Paint
	Other		
Secure Store	Floor	Concrete	Vinyl
	Wall	Fibre cement	Paint
	Ceiling	Fibre cement	Paint
	Other		
Corridor	Floor	Concrete	Cushion backed carpet tiles
	Wall	Fibre cement	Paint
	Ceiling	Fibre cement	Paint
	Other		

NEW ADMIN BUILDING - FIRST FLOOR		SURFACE	MATERIAL	FINISH
STAFF ROOMS AND ANNEX & SPECIAL PROGRAMS ROOMS	Staff Room and Annexe	Floor	Concrete	Cushion backed carpet tiles
		Floor	Concrete	Sheet vinyl to Kitchenette
		Wall	Plasterboard	Paint
		Ceiling	Perforated Plasterboard	Paint
		Other		
	Special Program Rooms - 2 off	Floor	Concrete	Cushion backed carpet tiles
		Wall	Plasterboard	Paint
		Ceiling	Perforated plaster board	Paint
		Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations
	Toilets	Floor	Concrete	Tile
		Wall	Fibre cement with tiles	Tiles to ceiling
		Ceiling	Plasterboard	Paint
		Other		
	Store Room	Floor	Concrete	Vinyl
		Wall	Impact Board Plasterboard	Paint
		Ceiling	Plasterboard	Paint
		Other		
	Entry Area	Floor	Concrete	Cushion backed carpet tiles
		Wall	Plasterboard	Paint
		Ceiling	Perforated Plasterboard	Paint
		Other		Wall insulation and acoustic treatment to Acoustic Engineer's recommendations

APPENDIX A - ARCHITECTS DESIGN STATEMENT DRAWINGS

DRAWINGS 1 - 22