



MERIDEN SCHOOL **ARCHITECTURAL DESIGN STATEMENT**

STATE SIGNIFICANT DEVELOPMENT SUBMISSION

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This report has been prepared by AJ+C on behalf of Meriden School. Detailed consultant reports have been prepared where necessary. Refer EIS prepared by Urbis for submission details.

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26.04.19	01	Issue to Consultants	IH/GM	ADC/ML
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EXECUTIVE SUMMARY	5	SITE 1 - CENTRE FOR MUSIC + DRAMA	24
		Design Principles + Intent	24
		Envelope Option Testing	25
		Built Form	26
		View Impact Analysis	28
		Environmental Amenity	29
01 INTRODUCTION + CONTEXT	9	SITE 2 - ADMINISTRATION + STUDENT CENTRE	30
LOCATION	10	Design Principles + Intent	30
PRECINCTS	11	Built Form	31
SITE PHOTOS EXISTING		View Impact Analysis	32
Senior School Campus	12	Environmental Amenity	34
Junior School Campus	13	SITE 3 - LANDSCAPED PLAYGROUND	36
Lingwood Campus	14	Design Principles	36
PLANNING CONTEXT	15	View Impact Analysis	37
		APPENDIX - CENTRE FOR MUSIC + DRAMA	38
		Experimentation - Façades	38
		Experimentation - Front Entry & Internal Spaces	39
02 SITE ANALYSIS	17	APPENDIX - ADMINISTRATION + STUDENT CENTRE	40
ENVIRONMENT + CHARACTER	18	Experimentation - Built Form and Program	40
OPPORTUNITIES + CONSTRAINTS	19	Experimentation - Façade Options	41
		Experimentation - Louvre Composition	42
		04 POLICY	45
		ADOPTION + RESPONSE	46
03 PROPOSAL + DESIGN INTENT	21	EDUCATION SEPP - DESIGN PRINCIPLES	47
OVERALL PROPOSAL	22		
ILLUSTRATIVE MASTER PLAN	23		

EXECUTIVE SUMMARY

MERIDEN SCHOOL - STATE SIGNIFICANT DEVELOPMENT



Location diagram: Meriden in regional context

EXECUTIVE SUMMARY

MERIDEN SCHOOL - STATE SIGNIFICANT DEVELOPMENT



SITE 1: CENTRE FOR MUSIC + DRAMA



SITE 2: ADMINISTRATION + STUDENT CENTRE



SITE 3: LANDSCAPED PLAYGROUND

INTRODUCTION

This report supports a State Significant Development Application (SSDA) submitted to the Department of Planning and Environment (DPE) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act). This application is SSD by way of clause 8 and schedule 1 under State Environmental Planning Policy (State and Regional Development) 2011 on the basis that the development is for the purpose of an existing school and has a Capital Investment Value of more than \$20 million.

PROJECT VISION

Meriden is a non-selective independent girls school located in Strathfield, 12km west of Sydney CBD. The school caters to children from Pre-Kindergarten to Year 12. It is situated within 5 minutes walking distance of Strathfield Railway Station which is a well serviced transit node.

The primary objective of the proposal is to improve current facilities to meet the needs of the contemporary and future school community. The proposal includes: high-quality teaching and performance spaces for music, enhanced administration and study spaces, and increased play area for Junior School students.

The proposed new teaching facilities will result in approximately 50 additional students across all three campuses, increasing the school's current total capacity from approximately 1,500 students to approximately 1,550 students across all three campuses.

OVERVIEW OF PROPOSED DEVELOPMENT

The proposed State Significant Development (SSD) comprises works on all three school campuses and includes:

- + SITE 1: Senior School Campus: Demolition of existing music building and construction of a new 3-storey Centre for Music and Drama (CMD) with a 2 storey basement and additional landscaping
- + SITE 2: Lingwood Campus: Demolition of existing single storey building and construction of a new 2-storey Administration and Student Centre
- + SITE 3: Junior School Campus: Demolition of existing dwelling at 4 Vernon and creation of a new Landscaped Playground. It is also proposed to change the use of this site to permit educational use.

LEGAL DESCRIPTION + SIZE

Meriden school is comprised of three campuses with a total site area of approximately 22,225m². Each campus is identified as a single lot described below.

Site Name	Legal Description	Existing Development	Site Area
Lingwood Prep School	Lot 101 DP862040	Heritage building, administration building and new school buildings	3,582m ²
Junior School	Lot 1 DP1244199	Multiple school buildings and residential dwelling	7,571.9m ²
Senior School	Lot 101 DP862040	Multiple school buildings	15,042m ²

STAGING

Stage 1 of the development will comprise the construction of Site 2: Administration and Student Centre and Site 3: Landscaped Playground. The construction of Site 1: Centre for Music and Drama will be undertaken in Stage 2.

RESPONSE TO SEARS

This report, the Architectural Design Statement, has been prepared with regard to the Secretary's Environmental Assessment Requirements (reference number SSD 9692) issued for the project by DPE on 22 November 2018 and responds to the requirements outlined below. Location of responses is also identified below.

Requirement - Policies	Response Location
Address the relevant planning provisions, goals and strategic planning objectives.	Refer Chapter 4 of this report: Policy for architectural response to NSW Priorities and Better Placed.
Requirement - Built Form and Urban Design	Response Location
Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.	Details of building design is visible in the architectural drawing set. Design drivers, quality and response is detailed in the chapters of this report.
Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colours.	Refer Chapter 3 of this report: Proposal + Design Intent. Refer architectural drawing set for detailed building design.
Provide details of any digital signage boards, including size, location and finishes.	No new digital signage in this submission. Replacement of existing signage only (with updated names).
Clearly demonstrate how design quality will be achieved in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools.	This Design Report, as a whole, clarifies the design intent of the proposal and demonstrates how design quality has been achieved in accordance with the Design Guide for Schools and the Design Quality Principles outlined in Schedule 4 of the Education SEPP. Refer Chapter 4 in this report: Policy.
Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.	Services integration and coordination is evident in architectural drawings. Refer specialist consultant reports.
Provide detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development.	Refer Chapter 2 of this report: Site Analysis.
Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.	Refer Chapter 3 of this report: Proposal and Design Intent - Visual Impact.
Demonstrate good environmental amenity including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility.	Refer Chapter 3 of this report: Proposal + Design Intent - Environmental Amenity.
Requirement - Environmental Amenity	Response Location
Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing and acoustic impacts.	Refer Chapter 3 of this report: Proposal + Design Intent - Environmental Amenity and Visual Impact.
Conduct a view analysis to the site from key vantage points and streetscape locations.	Refer Chapter 3 of this report: Proposal + Design Intent - Visual Impact
Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated.	Refer Chapter 3 of this report: Proposal + Design Intent - Environmental Amenity and Visual Impact.
Requirement - Staging	Response Location
Provide details regarding the staging of the proposed development (if any).	Refer Chapter 3 of this report: Proposal + Design Intent - Staging.

RESPONSE TO GOVERNMENT ARCHITECT

A meeting was undertaken with the Government Architect NSW on 21st August 2018. The following advice for submission was provided:

SITE 1 - CENTRE FOR MUSIC AND DRAMA, Senior School Campus

Site strategy and built form	Response Location
The panel supports the staggered approach to the eastern façade as a transition from the Wallis Auditorium. The panel also supports the entry slot which provides the transition between the Hope Turner Building and the proposal.	These design elements have been retained.
The panel requires detailed elevations and photomontages to provide overall support to the built form and its relationship to existing buildings and the streetscape.	These have been provided. Refer architectural drawings DA3100, DA3101 + DA9600.
Detailed information about the façade strategies, materials palette, finishes and colours should be provided at the next SDRP.	This has been addressed. Refer architectural drawings DA6100, DA6101 + DA9700.
Arrival, access and circulation	Response Location
The panel understands the complexity of the program, the constraints of the site and how the internal spaces and access to them needs to respond to different demands. However, due to the multiple options, the access does not appear equitable or intuitive.	There are now 3 clear paths to enter and exit the building. The south-east path has been narrowed to encourage pedestrian use of the western promenade. The western amphitheatre is now more discreetly framed by landscape elements so as to reduce its appearance as the main entrance. The north-eastern entrance is considered to be the most frequented by school teachers and students throughout the day due to its proximity to the rest of the campus. It is emphasised by a recessed courtyard, grand 3-storey void and curved feature staircase.
The entrance providing connection to the under-croft of the Wallis Auditorium to the north, the transition space between the Hope Turner Building and the proposal to the east should be prioritised.	This is greater enhanced, through features mentioned above, and also through the Hope Turner building directly opening into the atrium space.
The levels and stairs inside the building may make it difficult to navigate. The panel recommends further resolution of level changes to ensure the number of stairs are reduced and equitable access is provided.	The ground level now relates directly to the Hope Turner building’s ground level. This also makes for a more level stair-less connection to the site boundary in the south-east. Two major stairways have been removed internally, also, by focusing on 1 feature stair, and 1 fire stair. The central lift is highly visible and connects to all public levels.
The stairs and ramps facing Margaret Street should also be simplified to provide an intuitive entrance sequence.	See above comment.
Amenity and sustainability	Response Location
While the panel accepts that the building uses can be accommodated on the lower ground, daylight analysis is required to validate adequate illumination to these areas for morning, midday and afternoon. The panel would also like to see further evidence that these spaces receive natural light through the skylights and double screens of the building.	This has been addressed. Refer architectural drawing DA6100, showing that there is now an improved direct view to daylight through highlight windows, while maintaining a zone outside that is level enough for landscaping.
Landscape	Response Location
The amphitheatre is a great space for gathering, informal education and open days. It is welcoming and however it looks like an entrance when the entrance should be as described above. The project team is encouraged to articulate landscape elements in the amphitheatre to ensure this space is not mistaken for the main entrance	The western amphitheatre is now more discreetly framed by landscape elements so as to reduce its appearance as the main entrance. An egress stair is oriented to the north, to limit the perception of those entering the campus of it being an entrance. The steps coming down from the main promenade have been designed to double as informal seating areas.

SITE 2 - ADMINISTRATION AND STUDENT CENTRE, Lingwood Preparatory School Campus

Site strategy and built form	Response Location
The position of the proposed building continues the u-shaped layout of built form around a heritage building and garden. The setbacks of the neighbouring properties are captured and the heritage-listed garden has been respected and extended as an outdoor space.	These have been retained.
The diagrams and drawings shown do not explain the façade composition or materiality, including maintenance and sustainability properties, of the building or its relationship to the garden. The panel requires this information to be provided to ensure the overall aesthetic is understood.	This has been addressed. For materiality and composition, refer architectural drawings DA3300, DA4100 + DA9600. For maintenance and sustainability properties refer Chapter 3 of this report: Proposal + Design Intent - Environmental Amenity. For building relationship to heritage garden see Chapter 3 of this report: Proposal + Design Intent - Design Principles.
The panel also recommends further exploration of the suggestion of a contemporary interpretation of a traditional gable roof.	Significant exploration of a contemporary interpretation of traditional gable roof was undertaken and became a major driver of the design. See Chapter 3 of this report: Appendix - Experimentation Built form and Program and Facade Options.
Arrival, access and circulation	Response Location
The proposed building has its main orientation to the east-west, but the entry is to the north. The panel recommends the façade be articulated to create a sense of arrival and ensure clarity of wayfinding from Margaret Street.	This has been addressed. See Chapter 3 of this report: Proposal + Design Intent - Built form. The building has been set back to aide in wayfinding and a sense of arrival through a generous entry forecourt.
Amenity and sustainability	Response Location
The orientation of the building as well as the depth of the floor plate provides optimal conditions for natural ventilation and light to be explored during design development.	This has been addressed. Refer Chapter 3 of this report: Proposal + Design Intent - Environmental Amenity and ESD report.
The panel supports the setbacks in relation to the residential neighbouring property to mitigate any issues of views and privacy.	These have been retained from Margaret Street. Further setbacks from 12-14 Margaret Street have been provided to allow daylight to this neighbours windows. Similarly a setback to the south west provides privacy for the Prep school playground to the south.
Landscape	Response Location
The panel supports the enhancement of the existing landscape area including the reinstatement and use of the circular pathway, however a landscape plan explaining the trees to be removed and what is existing and proposed is required.	This has been addressed. See Landscape Architects Package and Architectural Drawing DA1100 for demolition plan.

SITE 3 - LANDSCAPED PLAYGROUND, Junior School Campus

Site strategy and built form	Response Location
An existing house located in a heritage conservation area has been acquired by the school and will be demolished to make way for dedicated open space. The panel supports the conclusion reached by the heritage specialist that while the house is located in a conservation area, it is of poor quality and not contiguous with surrounding buildings. Further, the argument that the recently completed school auditorium ends the heritage streetscape to the south of Vernon Street is accepted.	This statement is still relevant.
Arrival, access and circulation	Response Location
The proposed open space provides a great opportunity to create a network of open spaces, interconnected with the recently landscaped areas in the school. However, the panel recommends that the level changes between these spaces are optimised in order to avoid these being disjointed from each other.	See Landscape Architects Package - this playground is connected to existing junior school play areas.
Amenity and sustainability	Response Location
The panel supports the provision of open space, but encourages the project team to provide different opportunities for active play by expanding on what is already provided such as the screening, pergolas and pockets of spaces along the northern wall.	See Landscape Architects Package - a pergola with climbing plants has been provided along northern wall
The panel understands the field is elevated and therefore the impact of overshadowing by the house to the north will be minimal.	See Shadow Diagrams on Drawings DA5103, DA5105, DA5106
Landscape	Response Location
The panel supports the proposed landscape along the street edge which will continue the leafy green character along Vernon Road.	These have been retained.

01 INTRODUCTION + CONTEXT

Speak with understanding

Speak with confidence

Speak with compassion

Speak with creativity

Speak with hope

Meriden Strategic Vision

Source: www.meriden.nsw.edu.au

01 INTRODUCTION + CONTEXT

LOCATION

Site Description

Meriden is located in Strathfield approximately 12km west of the Sydney CBD. Approximately 22,225 m² in size, the school is characterised by three distinct campuses: Lingwood Prep, the Junior School and Senior School. The three campuses are situated in close proximity to one another and connected by a central common road, Margaret Street.

The Junior School is bound by Vernon Street to the west and Redmyre Road to the north, with access to Margaret Street through the eastern boundary. The Senior School is bound by Redmyre Road to the north with a southern boundary on Margaret Street. The Lingwood Preparatory campus has a single, northern frontage to Margaret Street.

The school is located across the road from Strathfield Plaza a major shopping regional shopping centre servicing Strathfield and surrounding suburbs. It is also situated within 5 minutes walk of Strathfield Railway Station. There are no major cycling or open space networks within the immediate vicinity of the school.

Reception for Meriden is located within the Senior School campus with access from Redmyre Road. This is the main point of entry to the school for girls, staff and visitors commuting by public transport. It is located approximately 5 minutes walk from Strathfield Railway Station



Location diagram: Meriden in local context

Each campus (Prep, Junior and Senior) is comprised of several precincts including teaching, administration, sports, open space and assembly described in the adjacent diagram.

Proposed Development

The proposal comprises development on three sites across all three campuses.

Site 1: Centre for Music + Drama - Senior School Campus

Approval is sought for:

- + demolition of existing music building to accommodate new building
- + construction of a new use of a three storey building with a 2 storey basement; incorporating music academy, drama facilities, music teaching rooms and staff facilities.
- + new landscape works

Site 2: Administration + Student Centre - Lingwood Campus

Approval is sought for:

- + demolition of the existing single storey Business Office building to accommodate new building
- + construction and use of a new two-storey, adaptable teaching + administration building

Site 3: Landscaped Playground - Junior School Campus

Approval is sought for:

- + demolition of existing residential dwelling at 4 Vernon Street to allow for new playground area. While the existing building falls within the 'Vernon Street Conservation Area', the building itself is not identified as a heritage item. Refer heritage consultant report.
- + construction of new landscaped playground incorporating 200m² of lawn area for the Meriden Junior School. The space is envisaged to also function as an outdoor learning area.
- + change of use to permit educational use.

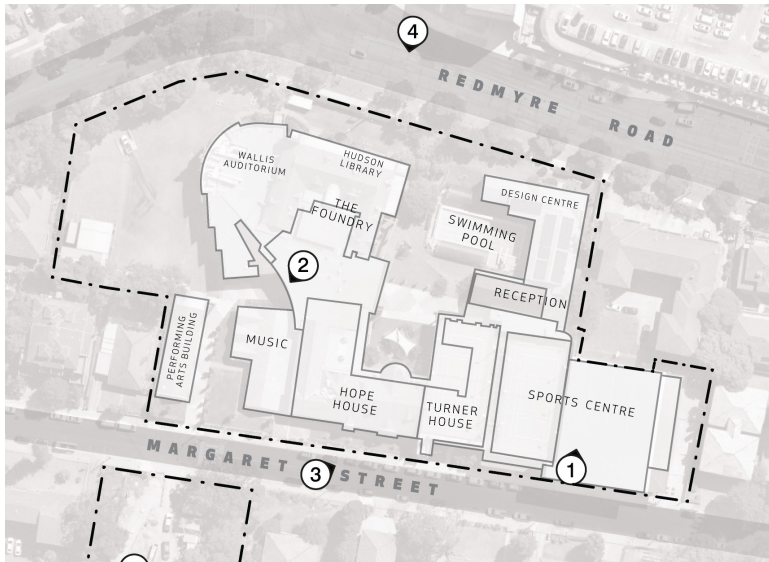


Existing Precinct Diagram

- TEACHING
- ADMINISTRATION
- AUDITORIUM
- UNIFORM SHOP
- LIBRARY
- SPORT
- COMMON OPEN SPACE

01 INTRODUCTION + CONTEXT

SITE PHOTOS EXISTING - SENIOR SCHOOL CAMPUS



1



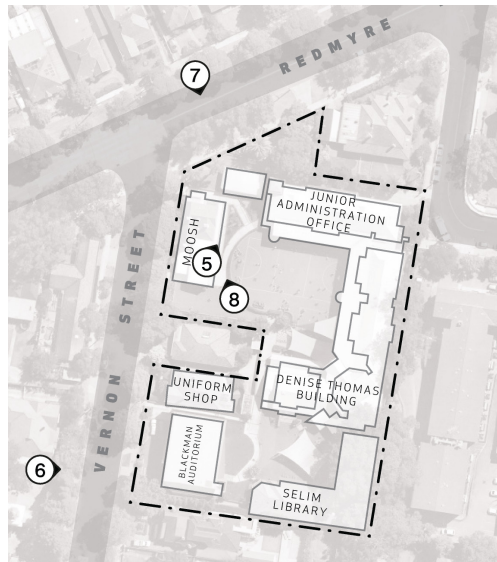
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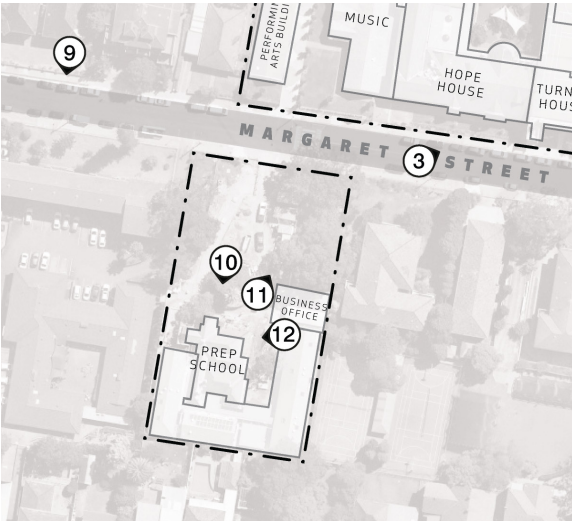
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8

01 INTRODUCTION + CONTEXT

SITE PHOTOS EXISTING - LINGWOOD CAMPUS



9



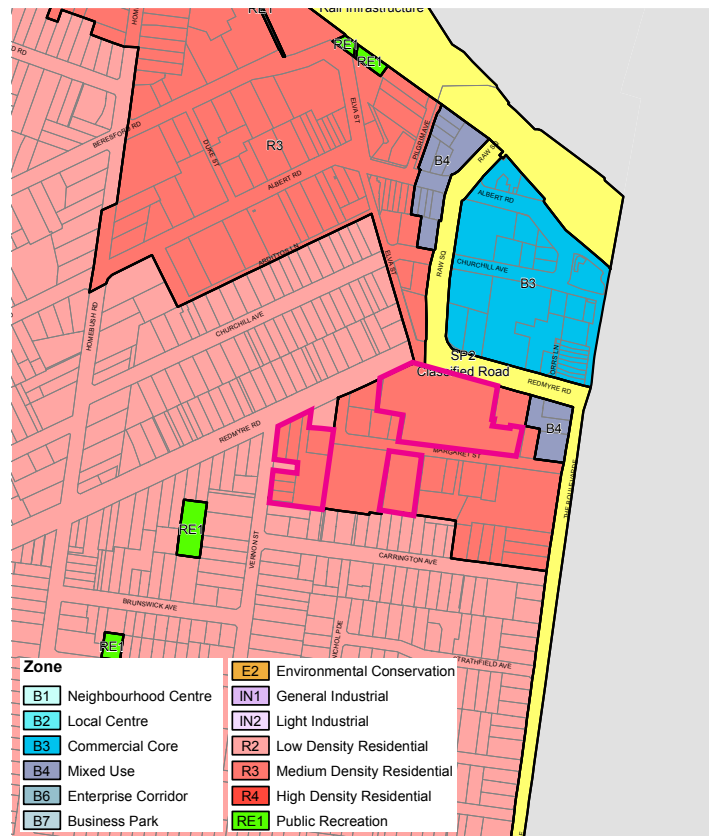
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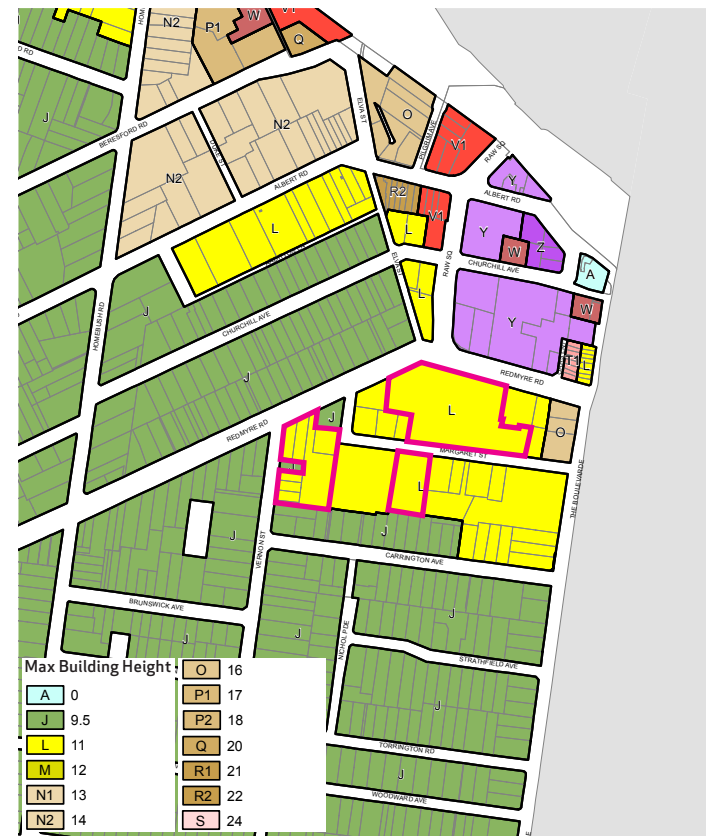
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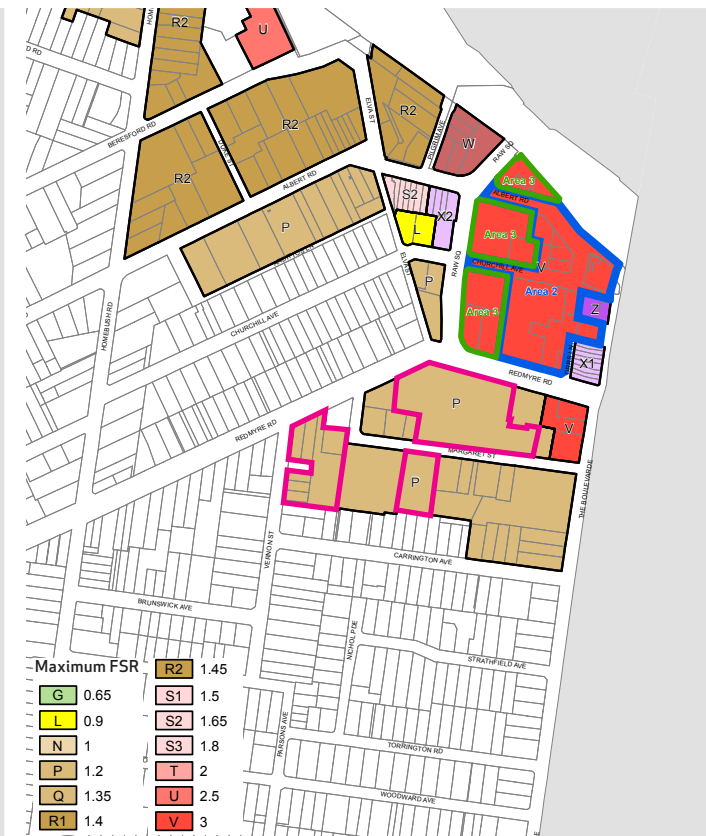
12



Land Use Zone - Strathfield Council LEP (2012)



Height of Buildings - Strathfield Council LEP (2012)



Floor Space Ratio - Strathfield Council LEP (2012)

As an educational institution Meriden School is subject to both local and state planning controls. The state controls of the SEPP Educational Establishments override local planning instruments where there is discrepancy.

Attention was given to the objectives of the local planning controls, with a key focus on the neighbourhood character and surrounding buildings both within and external to each campus. These aspects have influenced all parts of the design including, but not limited to, massing, setbacks and materiality. Refer the chapter titled 'Proposal + Design Intent' within this report for detail regarding design concepts.

Local Environment Plan (2012) - Strathfield Council

Land Use Zoning

R3 - Medium Density Residential

Height of Buildings

L - 11m

Floor Space Ratio

P - 1.2:1

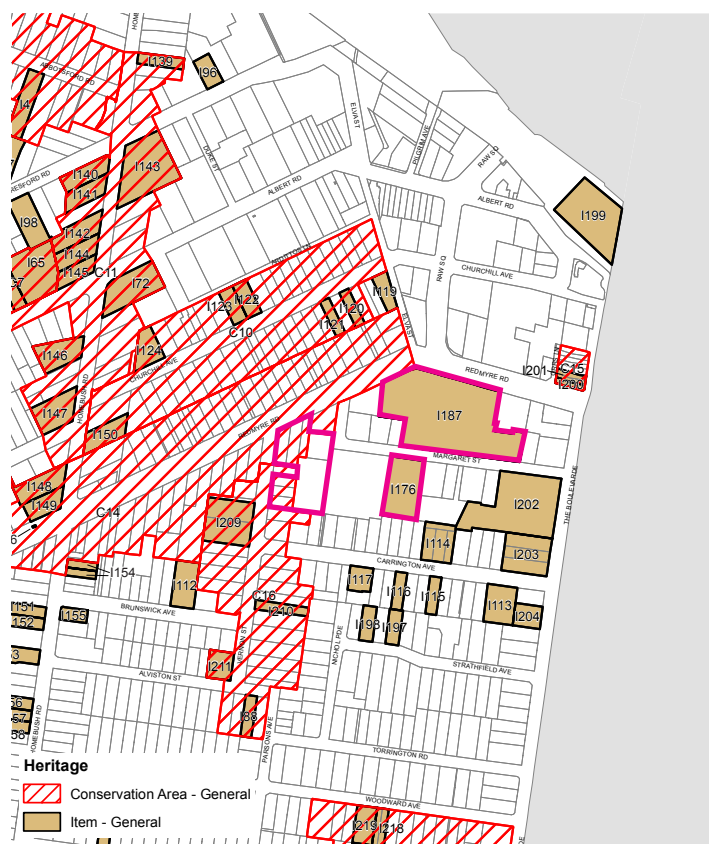
Heritage

Items I176 + I187 + Heritage Conservation Areas

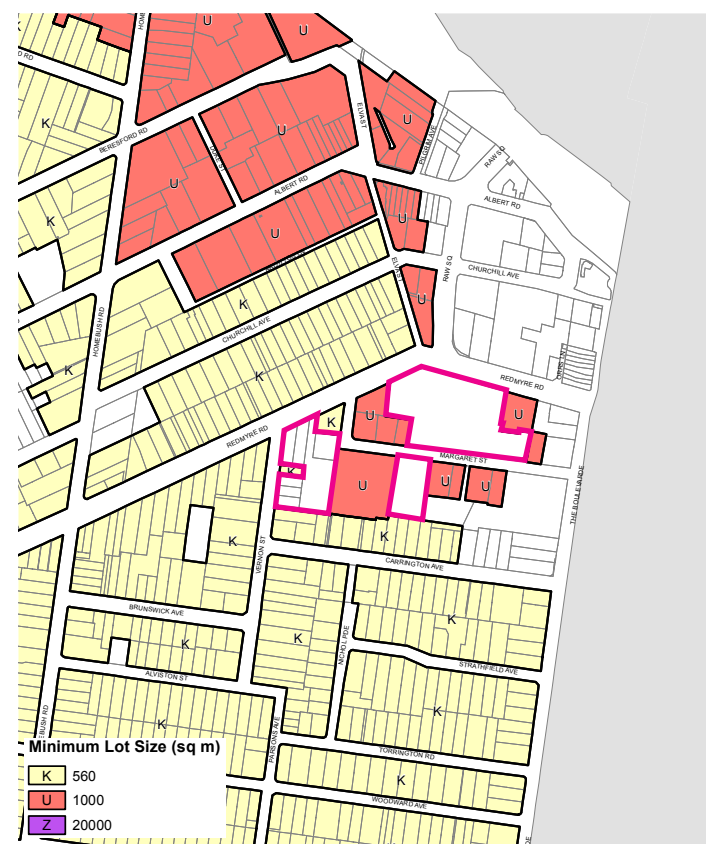
Parts of the Junior School campus including the area designated for development in this application falls within Strathfield Heritage Conservation Areas. Both the Prep School and Senior School campuses are listed as locally significant items. Refer heritage consultant report for details.

For further detail regarding planning control interpretation refer to EIS prepared by Urbis for this submission.

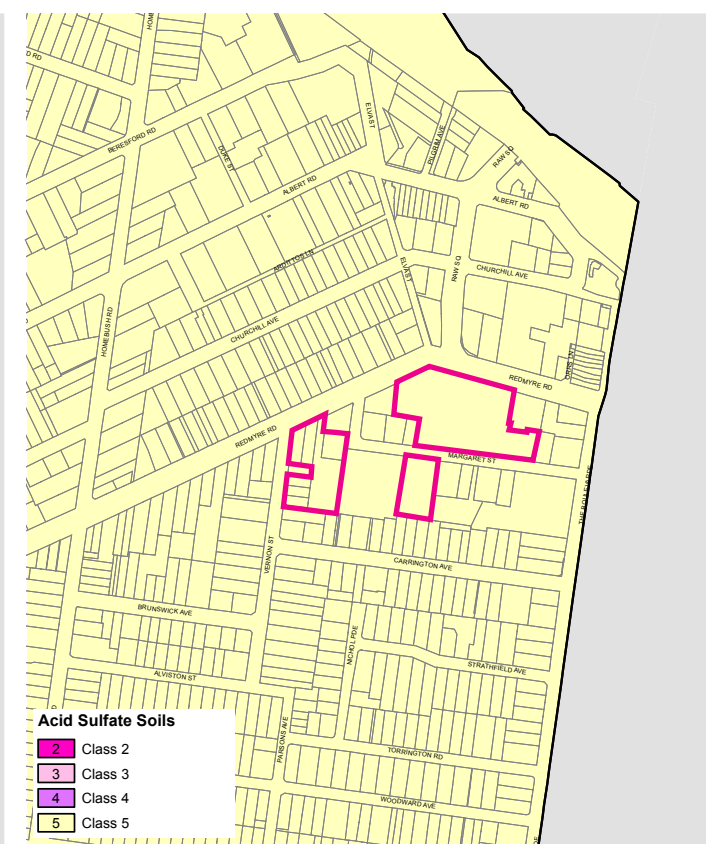
The relevant State planning controls and policies are dealt with in the EIS for this submission and architecture specific responses are covered in the Policy chapter of this report.



Heritage - Strathfield Council LEP (2012)



Minimum Lot Size - Strathfield Council LEP (2012)



Acid Sulphate Soils - Strathfield Council LEP (2012)

02 SITE ANALYSIS

02 SITE ANALYSIS

ENVIRONMENT + CHARACTER

School + Surrounds

Local Character

Meriden is located in a dense urban context of varied building type, quality and density. Single detached homes dominate areas to the north-west, west, and south of the school. However, there are also medium density apartment buildings, shop-tops, educational establishments, as well as commercial and retail buildings, including Strathfield Plaza, in close proximity to the school.

The primary entrance is located on Redmyre Road, however, the subject sites of this SSD application are quite removed from this road and experience limited to nil impact from this source. Margaret Street, located between the campuses is comparatively quiet and largely used for resident access, school drop-off/ collection and provides street parking for the local area.

Environment

All sites are relatively open and able to take advantage of prevailing winds and natural light. All sites have good access to daylight, with limited overshadowing from existing buildings or neighbours.

Circulation + Access

Circulation throughout the school is restricted to students and staff. Limited access for music, tennis academies and sport is given to the broader community. Those travelling from the station access the school through its main entry on Redmyre Road and travel between the campuses via a pedestrian crossing on Margaret Street which links the Senior School Campus and Lingwood Campus and facilitates safe connection to the Junior School.

Subject Sites

Centre for Music + Drama - Senior School Campus [Site 1]

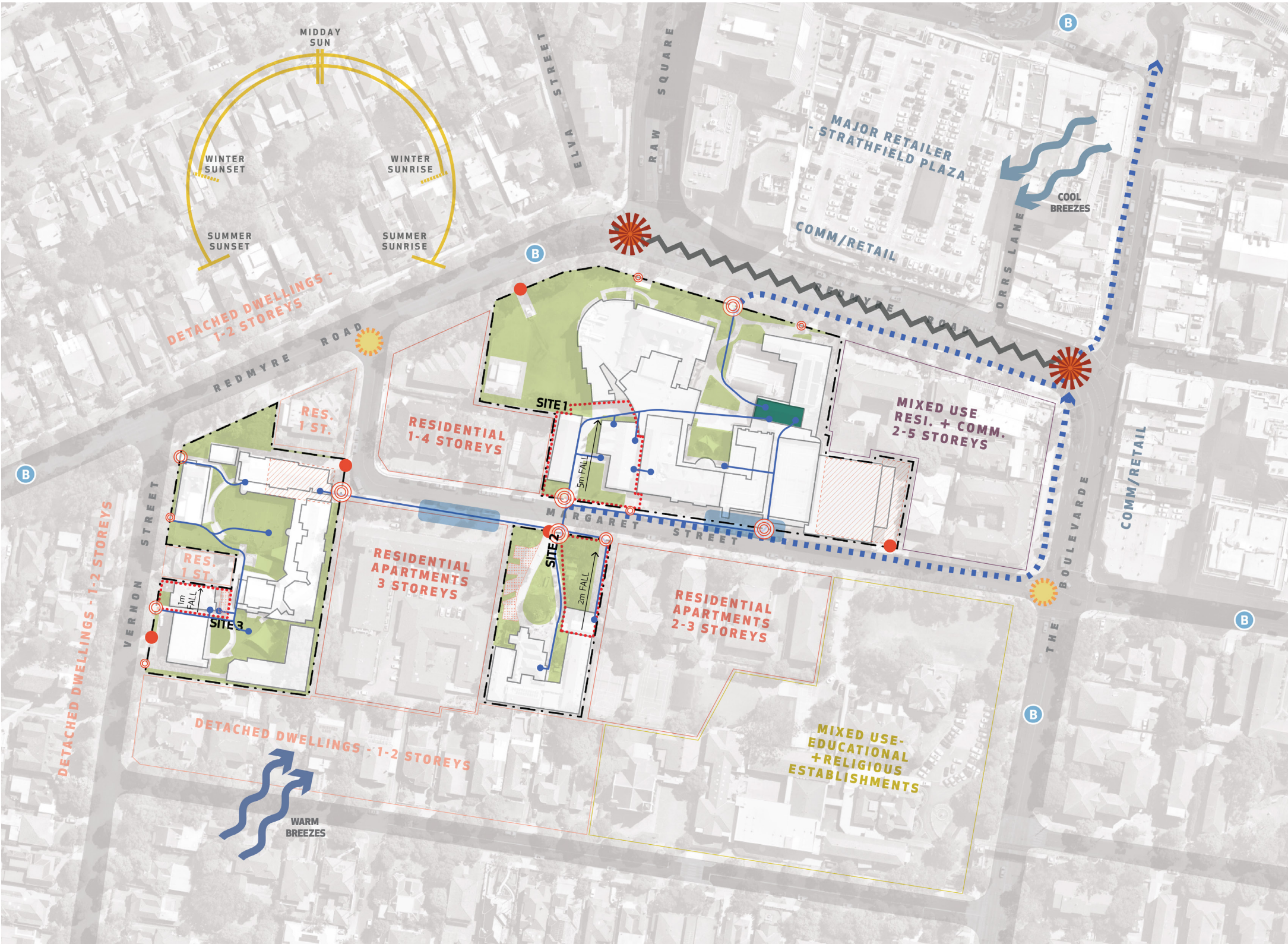
The site for the Centre for Music and Drama is located within the Senior School campus with frontage along Margaret Street. This large site benefits from good solar access and its location on a quiet street. The developable area is partially constrained by buildings to its north and east.

Administration + Student Centre - Lingwood Campus [Site 2]

The Administration and Student Centre is located within Lingwood Campus along Margaret Street. Its largest exposed edge is west facing requiring careful design to shield interiors from heat gain of the western afternoon sun.

Landscaped Playground - Junior School Campus [Site 3]

The proposed playground is positioned within the Junior School campus at 4 Vernon Street. This position benefits from good solar access throughout the year with limited overshadowing from surrounding buildings.



Site Analysis Diagram

- RECEPTION

PLAYGROUND + GARDEN

BELOW-GRADE PARKING

ON-GRADE PARKING

KISS-AND-RIDE ZONE

VEHICULAR ENTRY

MAJOR PEDESTRIAN ENTRY
- MINOR PEDESTRIAN ENTRY

MAJOR INTERSECTION

SECONDARY INTERSECTION

ROUTE TO STATION

INTERNAL CIRCULATION

NOISE SOURCE

BUS STOP



Circulation Diagram

- | | |
|--|---|
|  HERITAGE BUILDING |  IMPROVE CONNECTIONS |
|  EXTENDED PLAYGROUND |  BUILDING ALIGNMENT |
|  DEVELOPABLE ENVELOPE |  VISIBLE CORNER |
|  NEIGHBOURS |  NOISE SOURCE |
|  HERITAGE GARDEN | |

Opportunities

Due to their location, all sites and proposed buildings will be highly visible from adjacent streets and within their respective campuses. The Centre for Music and Drama site (Site 1) is also visible from Redmyre Road. This visibility provides opportunities to improve legibility within and external to the campus.

These sites present the opportunity to provide improved internal teaching spaces through new development and increased recreational/outdoor space.

Other opportunities include:

- + extend green/open spaces
- + improve connections across site
- + considered integration with significant heritage on site

Constraints

In addition to planning constraints, including setbacks and height controls, Meriden School and the sites subject to this submission also face some localised challenges to future development such as glare, privacy and noise.

Some of these challenges can be overcome through architectural features and design, including westerly solar glare which can be overcome through screening and vegetation. The sites will generate noise for neighbours. The design solution will endeavour to reduce and contain noise where possible through built solutions which shelter neighbours from noise.

Site 2 on the Lingwood Prep School is also constrained by sight lines to the heritage gardens and carriageway located within the Lingwood Campus. The built form of the Administration and Student Centre will be set within these sight lines to protect this view curtilage.

03 PROPOSAL + DESIGN INTENT

03 PROPOSAL + DESIGN INTENT

OVERALL PROPOSAL



Site 1 - Centre for Music and Drama, Senior School

The Centre for Music and Drama (CMD) aspires to be a hub of creativity, to foster and inspire some of the best musical and drama talents in the country. The design solution synthesises a complex brief and carefully considers the site’s surrounding context. The following pages in the chapter describe design responses through scale, materiality, address, geometry, circulation, siting, ESD principles and landscaping.



Site 2- Administration and Student Centre, Lingwood Prep Campus

The Administration and Student Centre will provide much needed multipurpose student areas and consolidated administration facilities. Nestled within the Prep Campus, Meriden felt it was important that this building be fun and lively, reflecting the adjacent playground and injecting some colour into the school community.



Site 3 - Landscaped Playground, Junior School

The school is situated within a dense urban context, surrounded by existing development. As such, Meriden strives to provide as much outdoor landscaped play area for their students as possible. The opportunity to provide an intimate new play area within the Junior School aims to both enhance Vernon Street’s character and provide a space which can act as a canvas for the student imagination and expression.



Stage 1

- + Site 2 - Administration + Student Centre, Lingwood Campus
- + Site 3 - Landscaped Playground, Junior School Campus

Stage 2

- + Site 1 - Centre for Music + Drama, Senior School Campus

03 PROPOSAL + DESIGN INTENT

SITE 1 - CENTRE FOR MUSIC + DRAMA

Project Description

This project creates a new home within the Senior School Campus for expanded music and drama facilities, including:

- + Six music classrooms including symphony/choir room, band room and computer lab
- + Generous space for drama teaching room, green room and control/recording booth
- + Music academy for peripatetic teaching with 11 teaching/practice rooms
- + Several breakout spaces including a generous amphitheatre for informal performances, presentations, open days and teacher training
- + Generous instrument store rooms, staff facilities, elevator and improved accessibility
- + Convenient connections back into the existing school, particularly the Wallace and Hope buildings
- + Flexible and open main staff room, reconfigurable for special events including soiree evenings
- + Boardroom

Design Principles + Intent

1. Visually Unify Campus

- + The CMD aims to complete the Margaret Street facade through setback, scale and materiality.
- + Referencing the strong masonry materiality dominant throughout the Meriden School heritage item.
- + Provide a strong address at the western end of Senior School campus, acting as a book end of the Margaret Street elevation, balancing the existing Sports Hall at the east end of the campus.
- + Scale and setback carefully related to Wallace and Hope/ Turner Buildings
- + A considered approach to the existing fabric of the Senior School Campus, a locally significant heritage item, has been undertaken which endeavours to retain significant buildings and demolition only those elements of lesser significance.

2. Enhance Open Space

- + Minimising the loss of outdoor play area was a priority. To reduce impact, the building has been condensed into three storeys and two basement levels. The music academy located in the southern half of the basement is provided with ample high level glazing with access to daylight and views out to trees and the sky
- + Integrated planting and landscaping around the footprint and on the upper level of the building.

- + Maintain and enhance the connection of open green space through the school.
- + Careful siting of the building to maintain strong connections between the existing playgrounds, playing fields and Wallace building undercroft.

3. Connectivity / Fluidity

- + Consistent floor finishes between existing connected spaces, as well as the interior and exterior floor levels.
- + Generous, fluid space for the music faculty to connect between the ground and upper floors, with wide atria, a wide curving stair and new lift.
- + Open spaces to facilitate indoor/outdoor connections and a strong relationship between the amphitheatre and outdoors. The sliding glass wall across the floor of the amphitheatre can be fully retracted on pleasant, clement days.
- + Improved connection across Margaret Street to the Prep School and Administration and Student Centre by providing a landscaped, vegetated corridor visually linking the landscaped forecourt of Lingwood to the landscape corridor to the immediate west of the new CMD building.

4. Sustainability

- + Substantial use of environmentally sustainable design initiatives and consideration of embodied energy in material selection
- + Minimal air-conditioning to classrooms. Tempered and spill air-conditioning with natural convection ventilation to the central atrium, amphitheatre and breakout spaces
- + Extensive use of deep roofs, awnings and louvres to protect the interior from harsh north and western sun load
- + The CMD has been designed to ensure that noise generated from inside can be contained within the building to minimise impacts to residential neighbours. This is achieved through locating the practice rooms below ground and with smaller windows. Generally, windows from classrooms and practice rooms are fixed, so as to not allow users to unknowingly allow noise to easily escape the building.



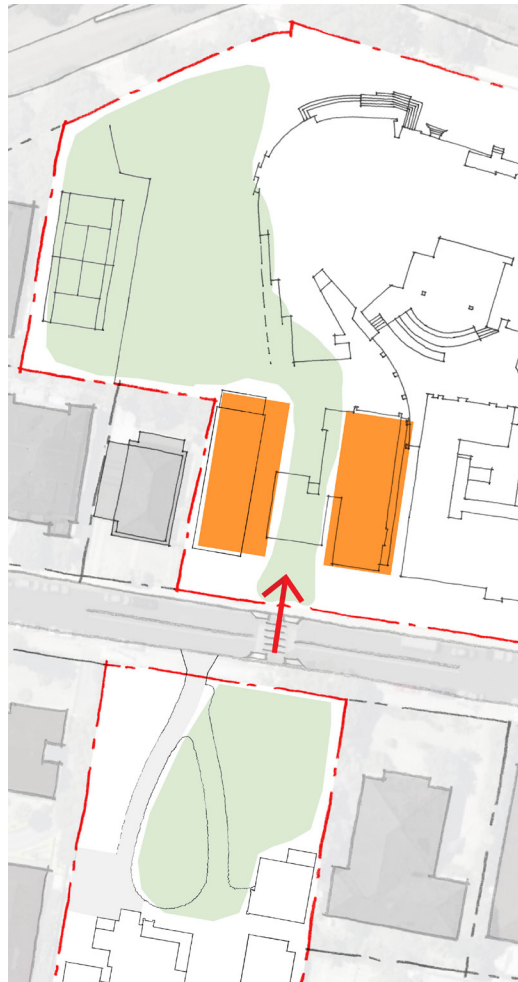
Double height northern entry

Envelope Option Testing

During the early brief development stage for the Centre for Music and Drama, multiple massing studies were undertaken, principally concerned with three major considerations:

- + the scale of the building relative to the existing adjacent buildings,
- + the address and entry point into the senior school at the western end of Margaret Street and
- + the connections between open green space and the Lingwood Prep School Campus.

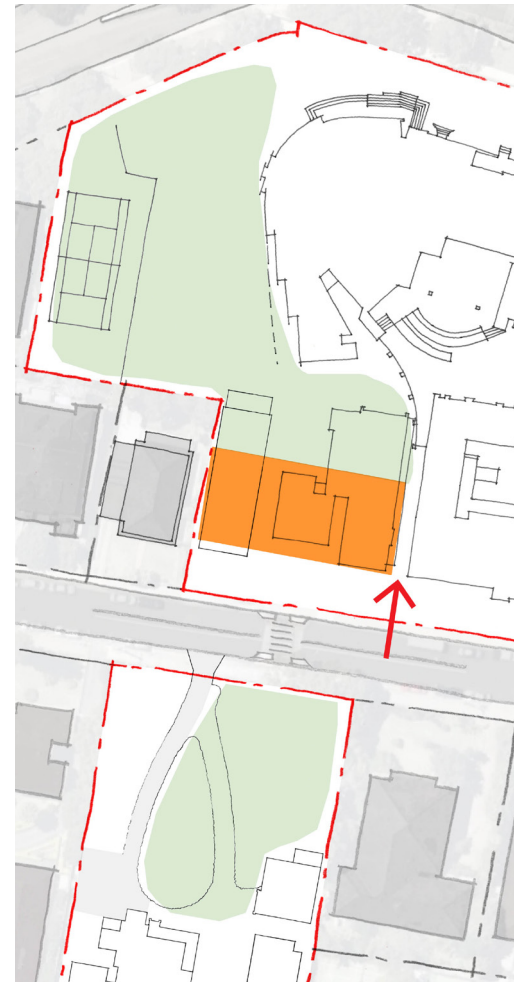
The diagrams to the left include massing studies and early planning options.



A new promenade that aligns with an existing pedestrian crossing separates two forms. The forms are unlinked



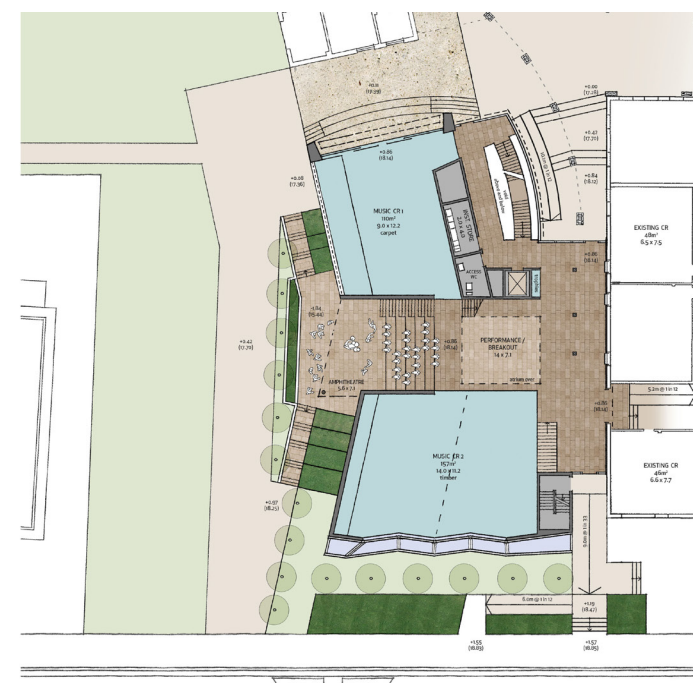
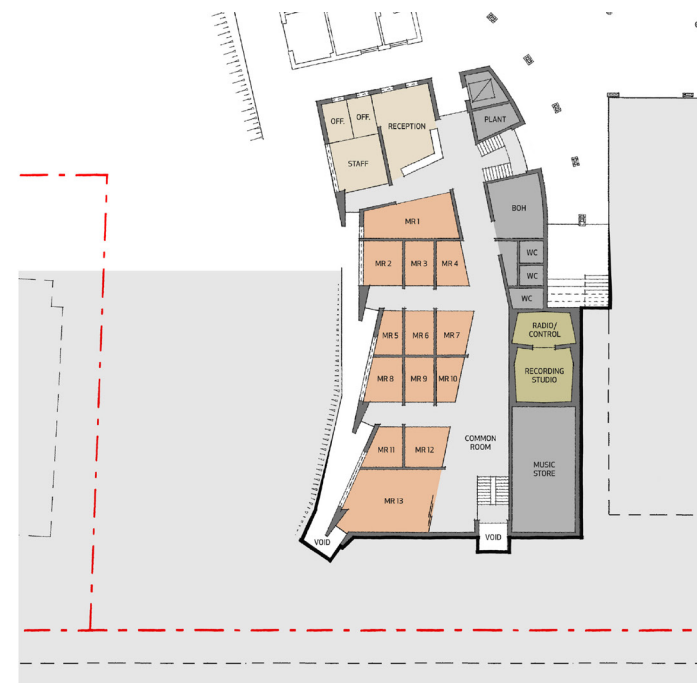
Traversing across the two forms are upper storeys that link the building into one. The forms do not allow space for internal voids and performance areas.



The forms are consolidated into a bulkier rectangular footprint to allow for protected informal performance spaces and circulation. The mass does not allow for a strong pedestrian connection between Margaret Street and the Senior School.



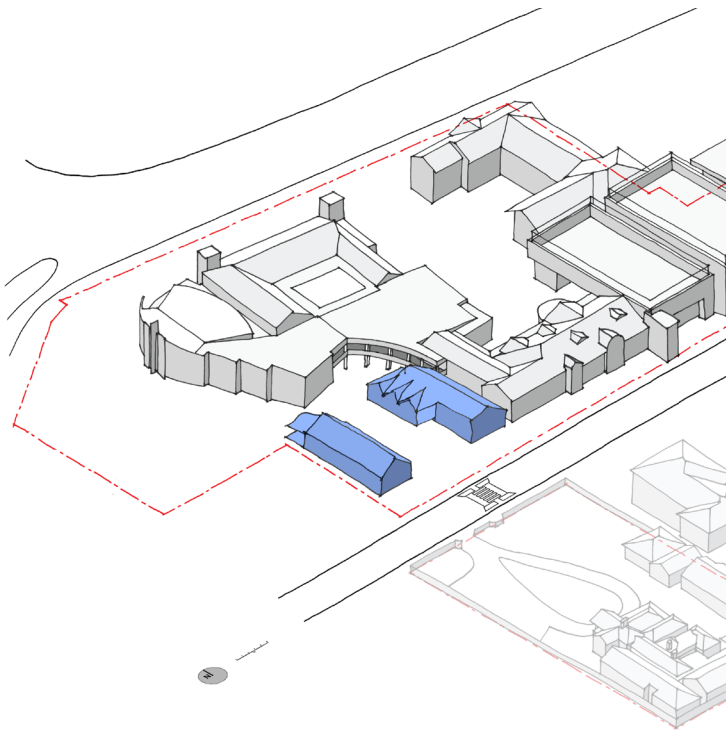
The mass is rotated to maintain a strong visual connection to existing green space around the Senior School and across to Lingwood Preparatory School. Existing building lines are maintained and opportunities for future development to the west are maintained.



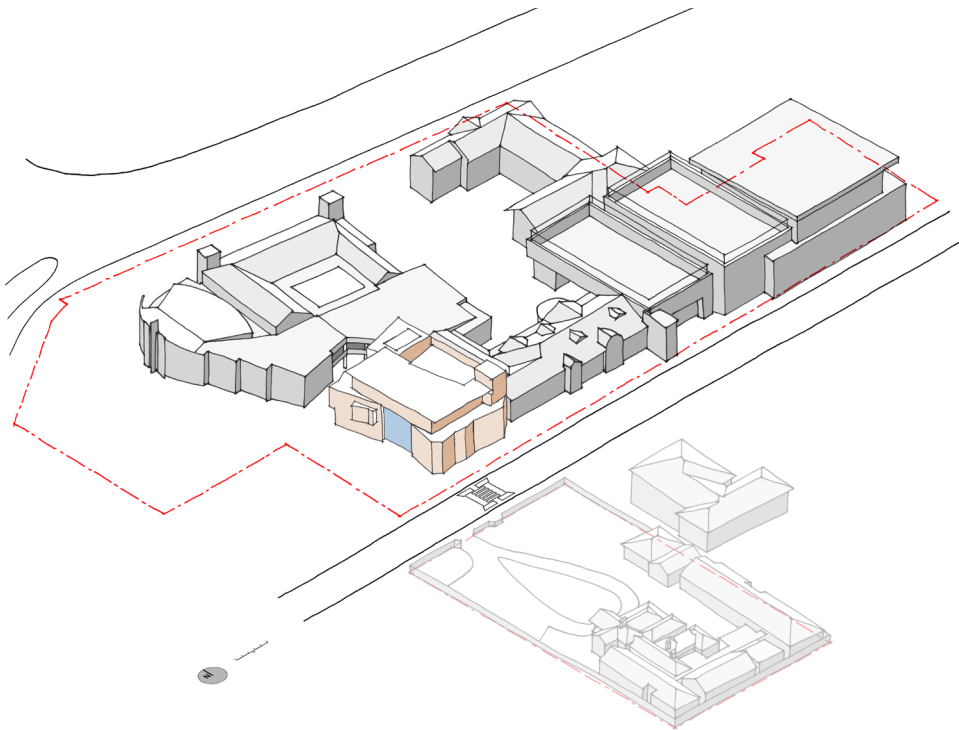
EARLY DESIGN SKETCHES FROM 2016 - 2018

03 PROPOSAL + DESIGN INTENT

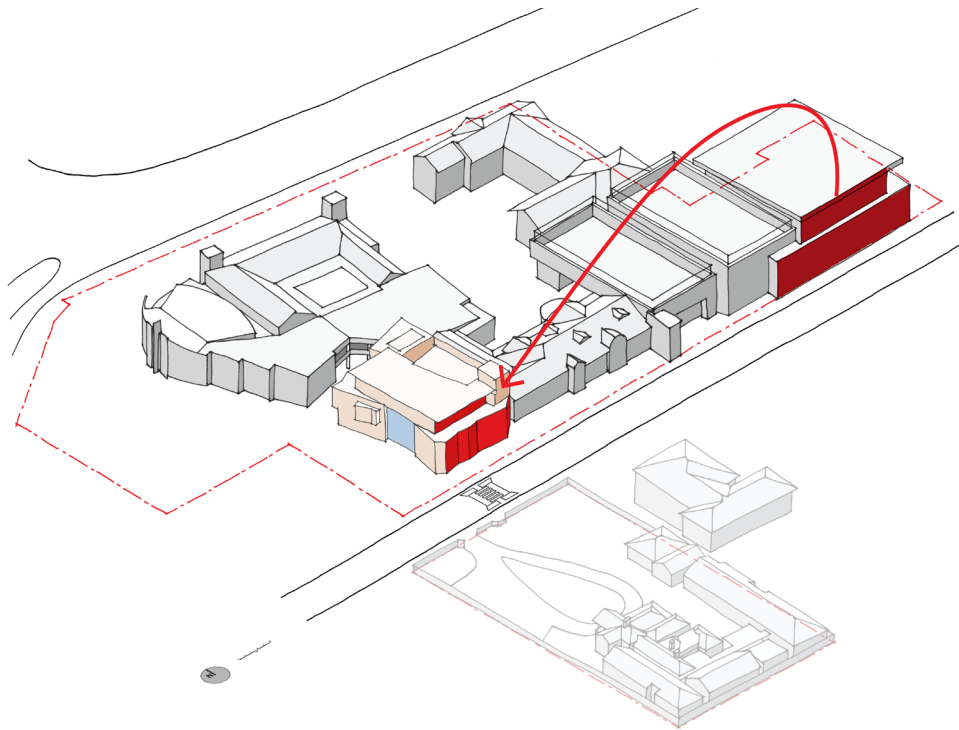
SITE 1 - CENTRE FOR MUSIC + DRAMA



1



2



3

Built Form

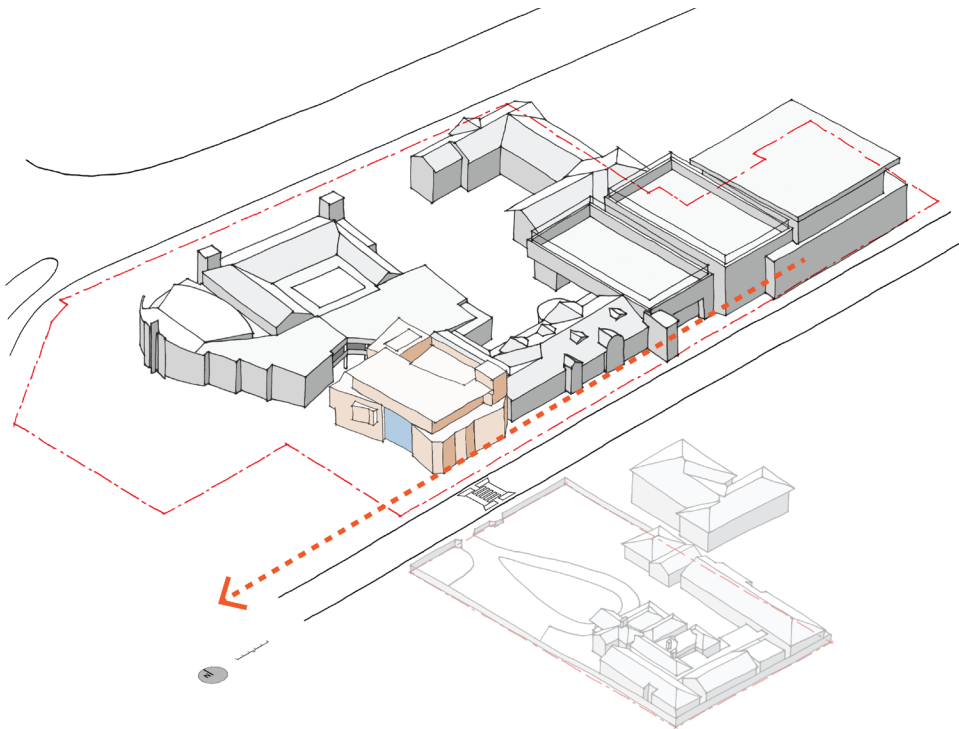
1. Existing Senior Campus. Existing building to be demolished (shown in blue). These existing buildings include the music school and staffroom.

2. Proposed Centre for Music and Drama (CMD) building to replace existing buildings and incorporate existing functions of music and staffroom facilities but also be expanded to include drama facilities.

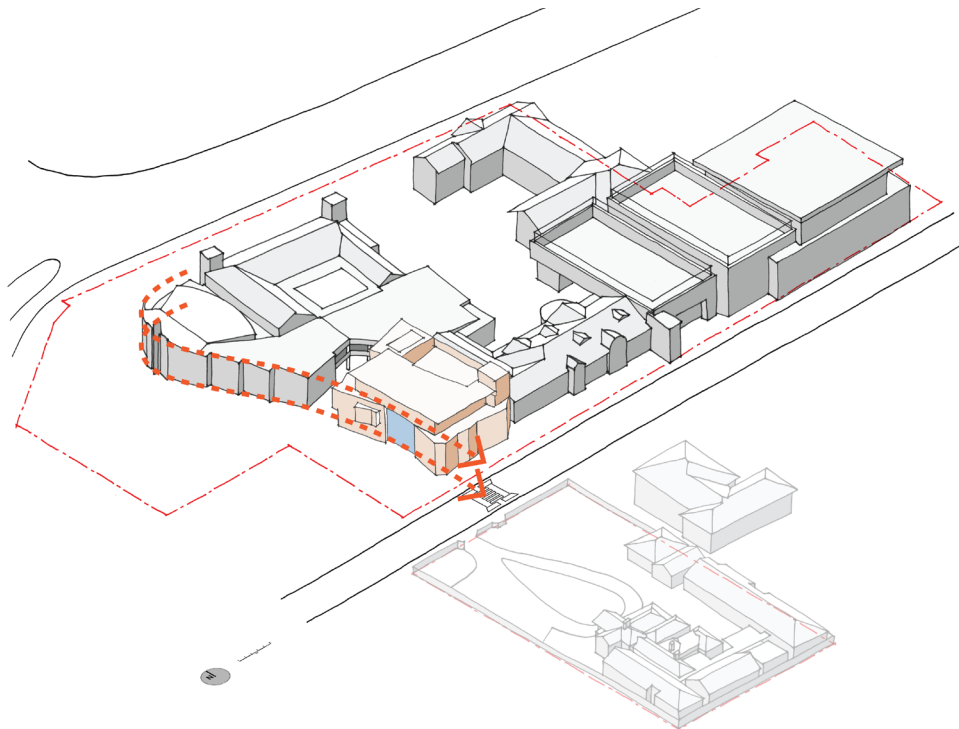
3. Building positioned and scaled to consolidate the sense of a campus. The scale is carefully considered to create a balanced elevation along Margaret Street, providing a facade on the western end which 'bookends' the facade of the existing sports centre on the eastern end. This site also provides the opportunity for increased legibility along Margaret Street. Form is considered and scaled to create a building which sits comfortably within its educational context.

4. Building alignment, scale and setbacks carefully relate to the existing Hope/Turner building and the context of the Margaret Street elevation to the east.

5. The Western elevation of CMD strongly relates to the alignment and geometry of the existing Wallace Building to the north.



4



5

03 PROPOSAL + DESIGN INTENT

SITE 1- CENTRE FOR MUSIC + DRAMA

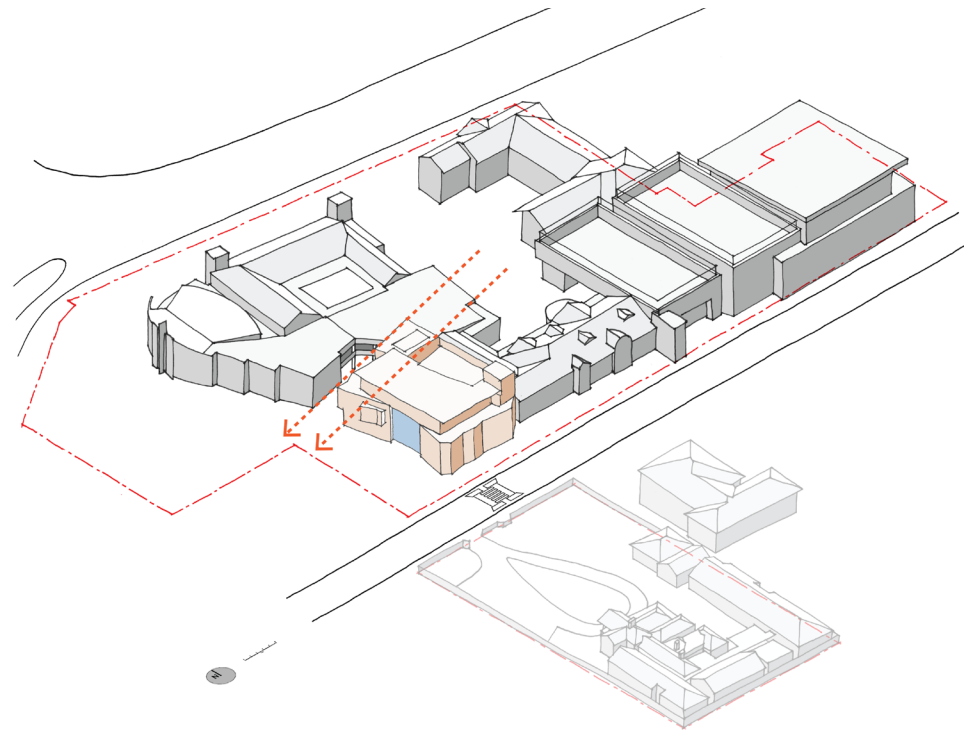
Built Form

6. Generous space is carved out between the Wallace building to the north and the proposed CMD to maintain connection between playgrounds, playing fields and the Wallace under-croft.

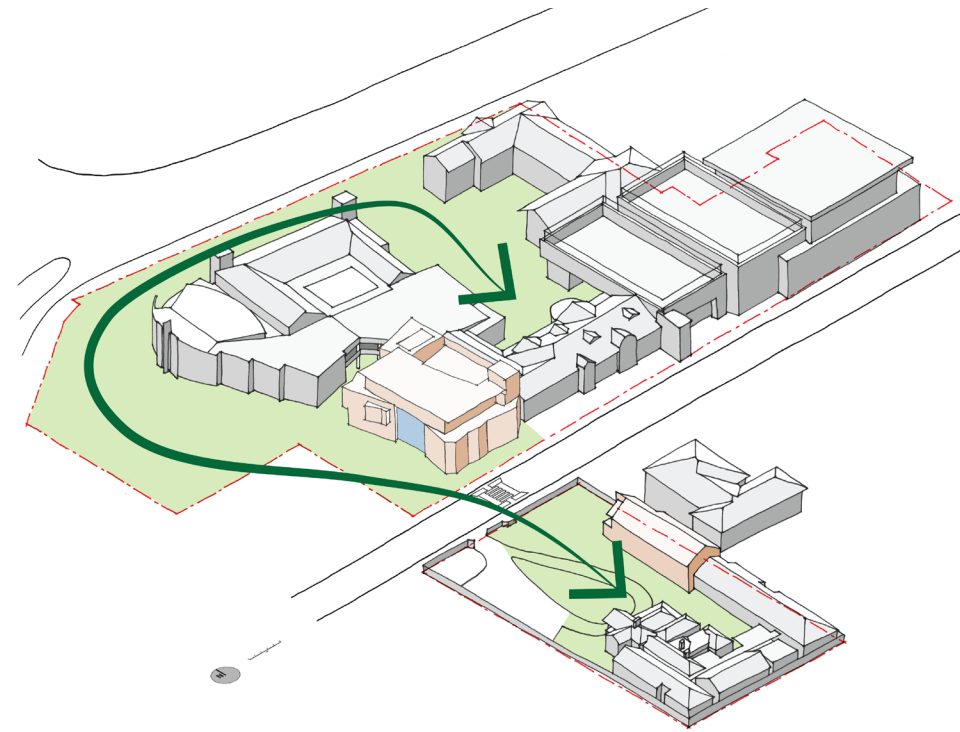
7. The building is pushed eastward to maintain and improve connected open space within senior campus and across Margaret Street to Lingwood Preparatory School gardens and playground.

8. Building location allows for future development possibilities including future futsal field, underground aquatic centre and underground car parking.

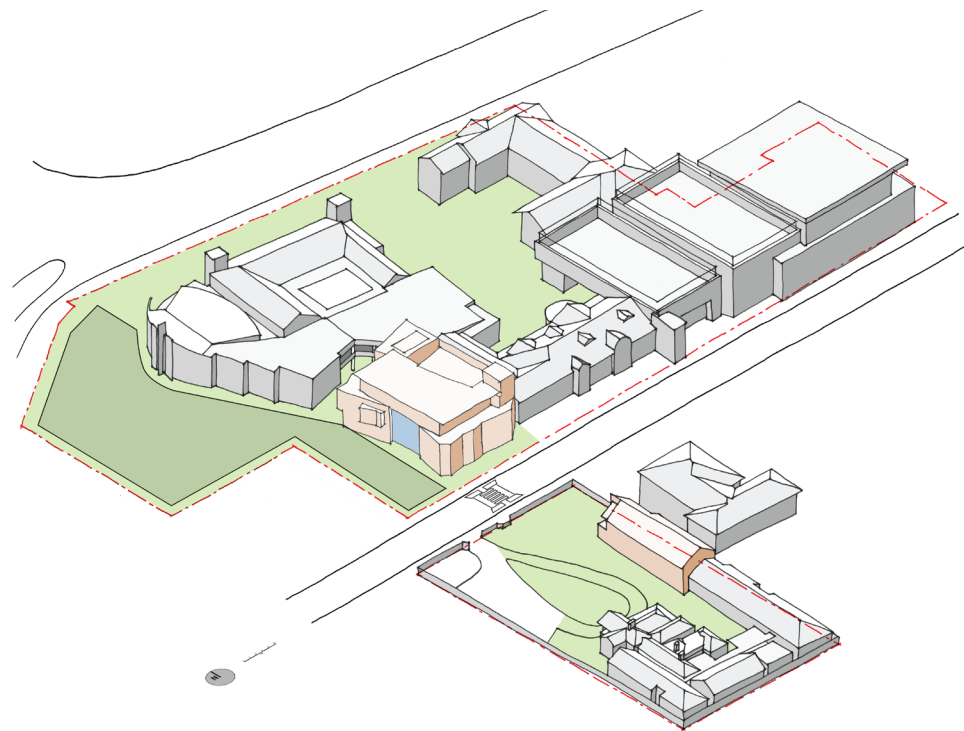
9. Ground level of CMD to seamlessly connect back to Senior School and Wallace under-croft creating generous covered and interconnected common spaces within the campus.



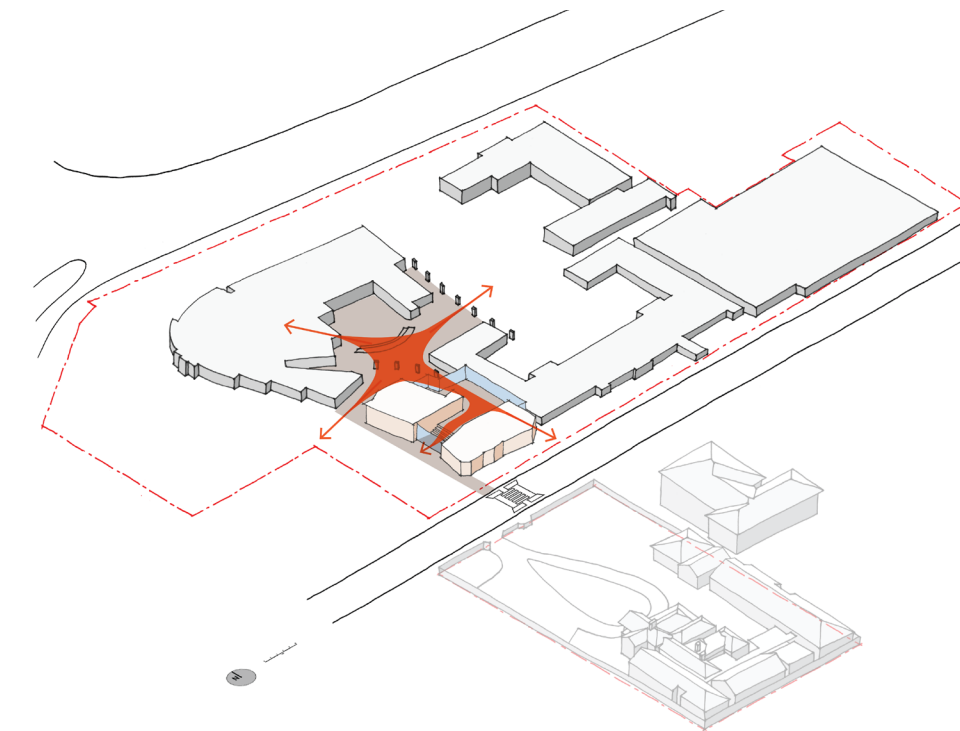
6



7



8



9

03 PROPOSAL + DESIGN INTENT

SITE 1 - CENTRE FOR MUSIC + DRAMA

View Impact Analysis

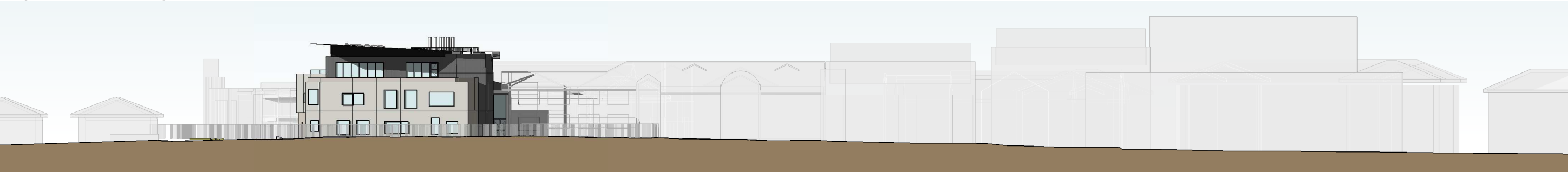
The Centre for Music and Drama has been thoughtfully designed in relation to the Margaret Street context. It aims to be sympathetic to the adjacent brick buildings in texture, scale and height, whilst simultaneously providing a contemporary addition to the street. An average existing height datum is to be maintained, being conscious not to overshadow the neighbouring building at 15 Margaret Street.



VIEW 1



Margaret Street View looking North-West



Relative Heights in Margaret Street Elevation

03 PROPOSAL + DESIGN INTENT

SITE 1- CENTRE FOR MUSIC + DRAMA



Double height northern entry



Informal auditorium

Environmental Amenity

To ensure high performance, the Centre for Music and Drama required careful attention to acoustics, solar gain and ventilation. In-depth analysis was undertaken with specialist ESD consultants, to ensure both the teaching and void spaces are comfortable all year round. This analysis informed the size and orientation of overhangs, eaves and openings. Specific locations for operable louvres to assist in ventilation and heat exhaust was also determined. The design approach endeavours to reduce glare while maintaining satisfactory daylight and cross-ventilation. Refer ESD specialist consultant report for further details.

The lighting strategy for the proposed building considers the neighbour at 15 Margaret Street and incorporates low-impact solutions including simple building focussed up-lighting and subtle path lighting for wayfinding.

VIEW 2



Street View looking North-East

03 PROPOSAL + DESIGN INTENT

SITE 2 - ADMINISTRATION + STUDENT CENTRE

Design Principles + Intent

1. Sympathetic Contextual Bulk and Scale

One of the most important drivers of this proposal is to respond appropriately to the acknowledged heritage values of Lingwood House and its gardens. The built form diagrams on the following page describe how this has been achieved through sympathetic setbacks, height datums and detailed architectural language.

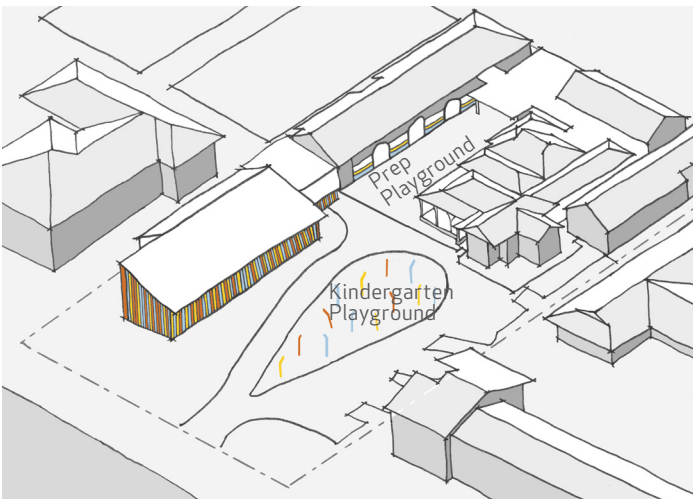
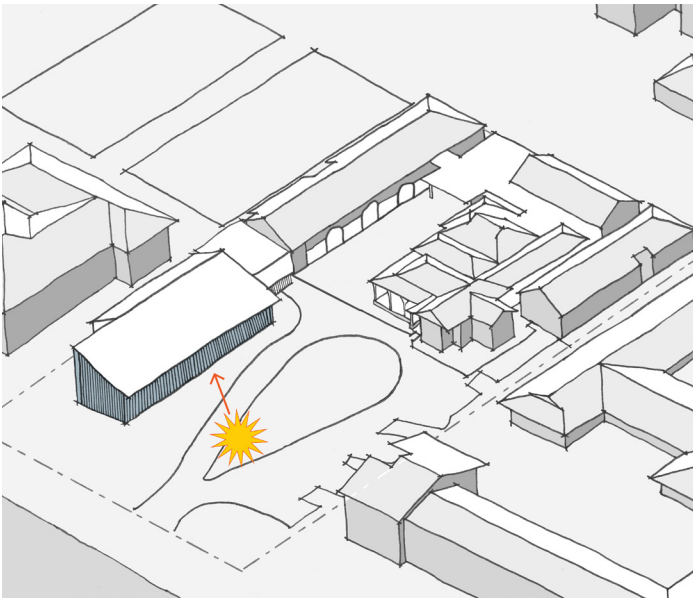
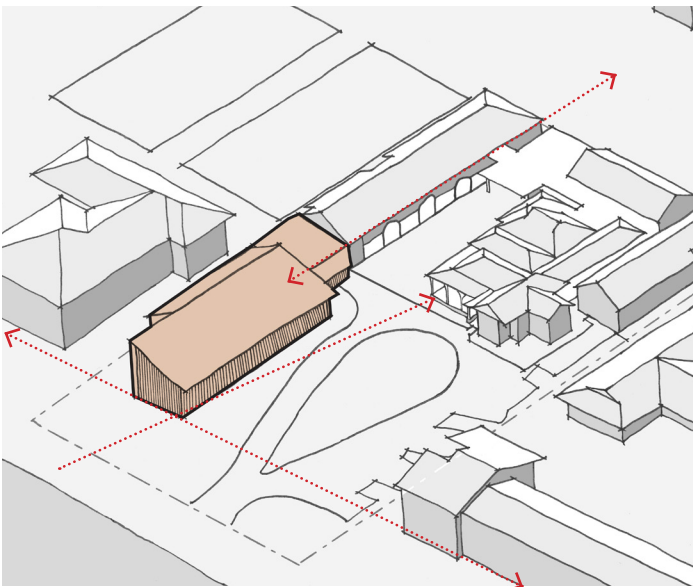
A contemporary interpretation of the gable roof, which is sympathetic to the traditional language of Lingwood House and Margaret Street, has been used. The pitched roof enables height and bulk of the development is to be concentrated away from the former homestead. The building is nestled behind existing mature vegetation along Margaret Street, which screens the building from the street and mitigates negative impacts on significant views towards the former homestead.

2. Environmental Sustainability

Low impact solutions and environmental comfort are key to the proposal. Louvres have been utilised along the northern and western façades to protect the building from the hot western sun. A variety of sizes and colours were designed to maintain visual interest for building occupants and the surrounding community. The ESD features of the building are also an important educational tool for students to assist in understanding environmentally sensitive design. A number of workshops were undertaken with AJ+C, Meriden and Norman Disney Young (ESD consultant), with the aim for net zero energy in this building. This is to be achieved through the use of WELL and passive house building principles, solar panels, shading and ventilation among other techniques. Refer to ESD report for further details.

3. Inspiring Creativity and Sense of Fun

The Administration + Student Centre is adjacent to Meriden's existing Kindergarten playground. As such, it was appropriate to introduce an element of fun through the use of colour and pattern. Selected colours from the existing playground and building elements have been used in the facade design. These colours include the orange, blue and yellow from the 'playpoles' in the tear drop garden and the 'playwall' in the adjoining Pre-K classroom. This design trope is considered to be appropriate for a school dwelling and intends to contribute positively to the wider community by enhancing the character of the streetscape.

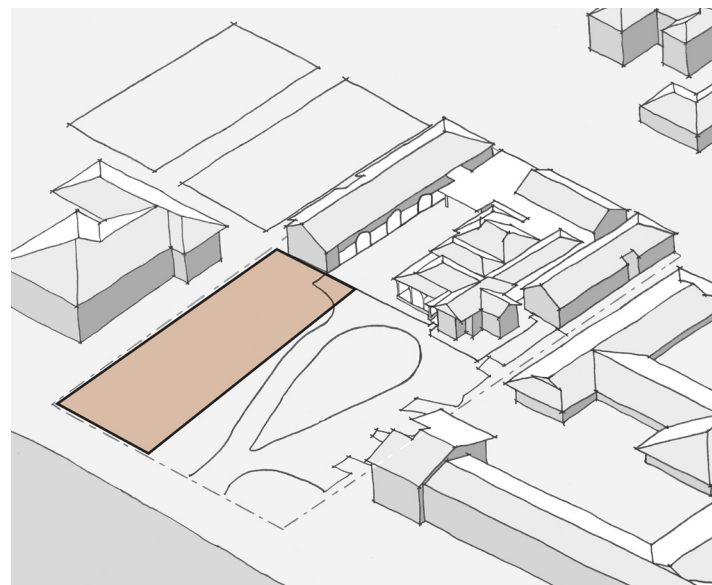


Existing Teardrop Kindy Playground Play-poles

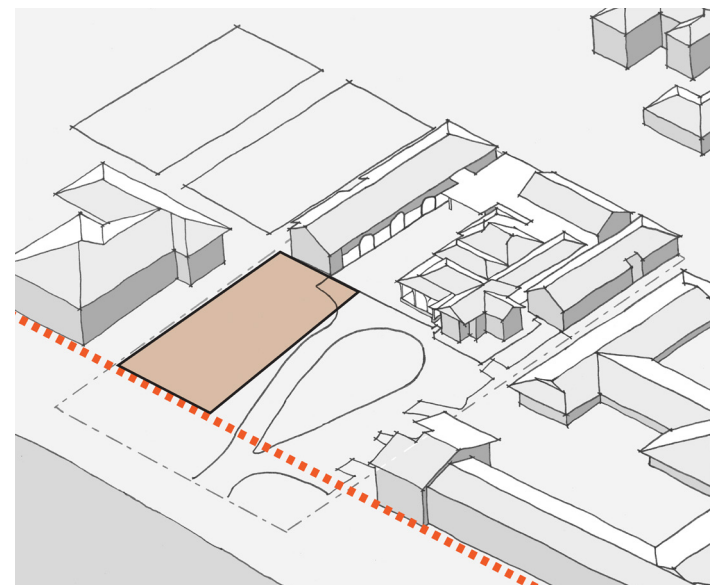
Existing - Pavement Paint example

Existing Playwall - Prep Playground

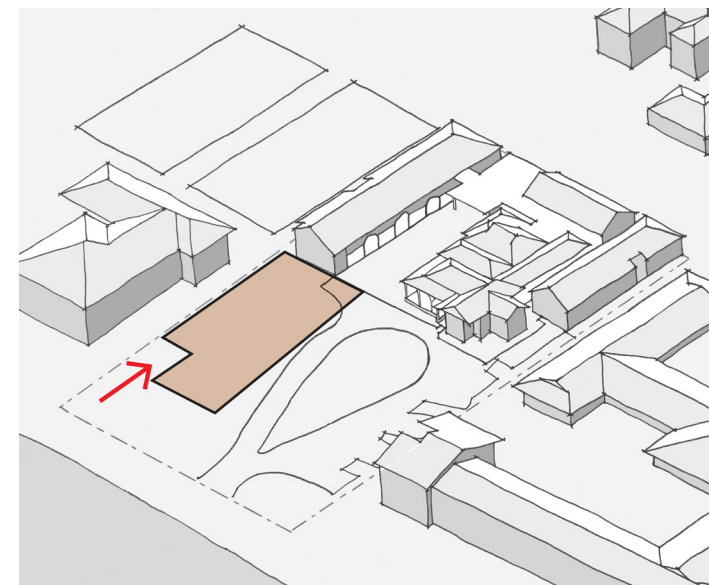
Built Form



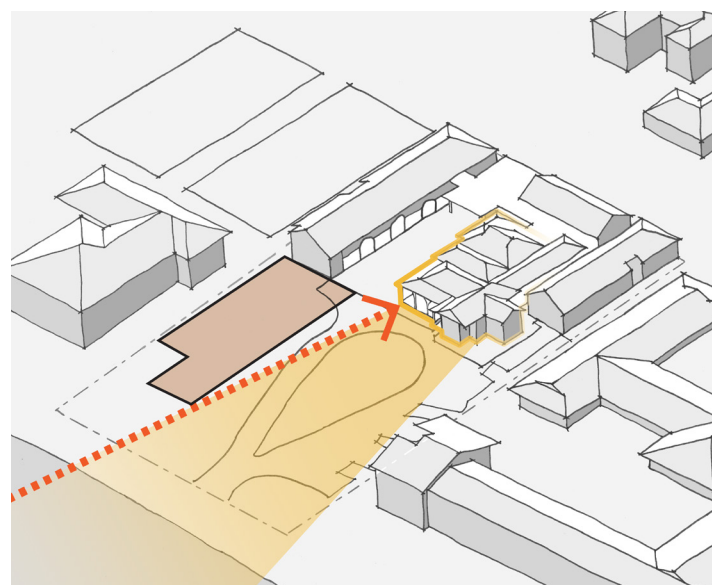
1. Potential site footprint



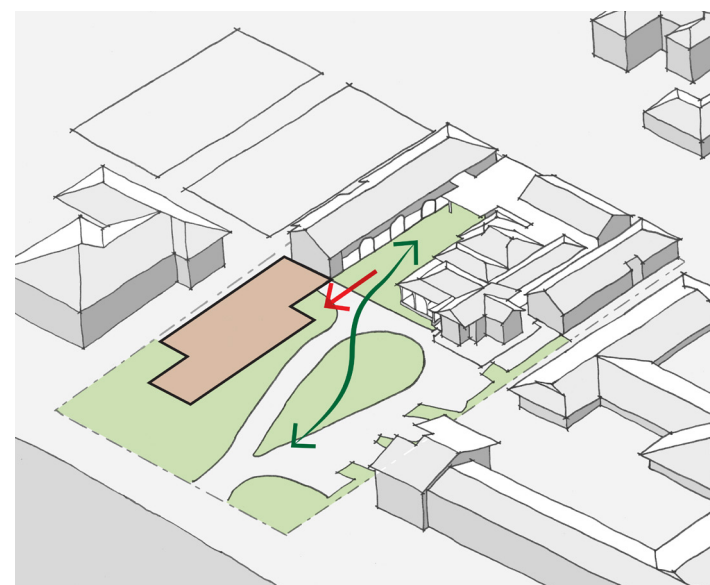
2. Alignment with neighbouring buildings on Margaret St



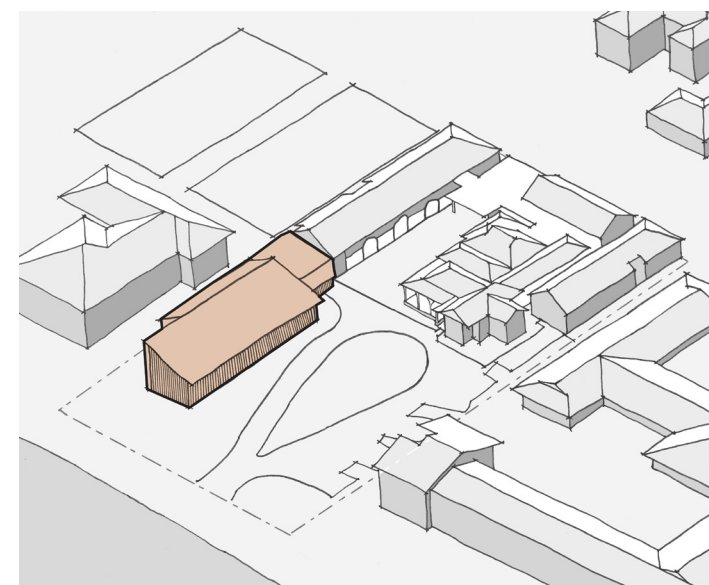
3. Setback north-east corner to create a sense of address at entry



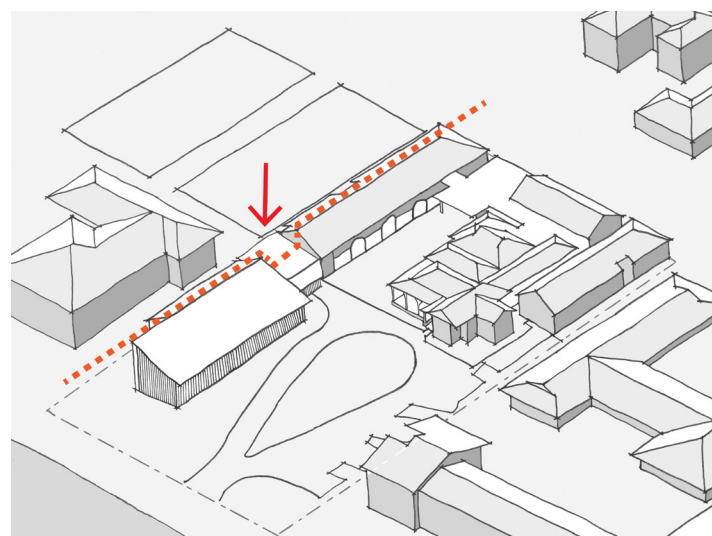
4. Narrowed footprint to allow for heritage view curtilage of Lingwood House from Margaret St



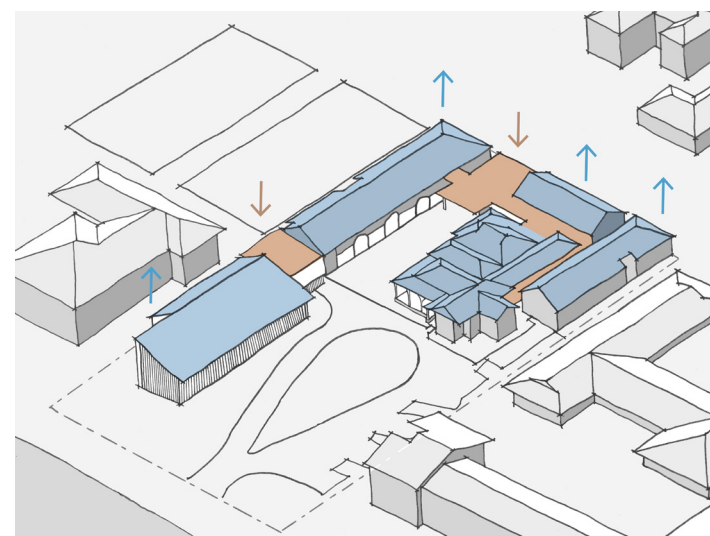
5. Setback south western corner to allow for greater connection and breathing space between playgrounds



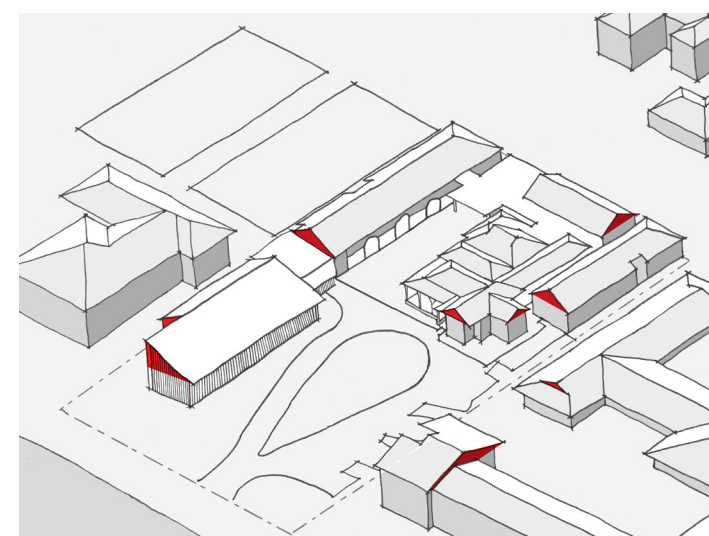
6. Extruded form from final footprint. Reference to heritage context through implementation of gable roof.



7. Ridge line a continuation of Pre Kindergarten classrooms ridge lines with a flat roof 'break' to define two building programs



8. A series of gabled pavilions



9. The gabled roof form mimics those found around and within the site

1. & 2. The building footprint was initially constrained by front setbacks from Margaret Street and the heritage teardrop driveway.

3. After consultation with the Government Architect NSW, a setback entry to the north east of the building was developed. This setback helps to define the entry through generous landscaping and a striking framed awning.

4. The building footprint narrowed slightly as the heritage items view curtilage from Margaret Street was considered.

5. The building is also setback along the south western corner. This setback helps to visually reduce the building form, dividing it into two intersecting rectangles and creates a more appropriate, human scale. This also helps to define the Pre-Kindergarten classrooms as distinct from the Administration + Student Centre.

6. & 9. The roof form, a contemporary interpretation of the gable roof, has been designed as a sympathetic response to the context whilst also establishing its own identity appropriate to a contemporary architectural response and language.

7. The gradual fall in the site made it possible to achieve 2 storeys within the same height datum as the Pre-Kindergarten classrooms adjacent which are a single storey.

8. A visual break in the form was created through lowering and flattening the connection between old and new buildings, continuing the pavilion language throughout the campus.

03 PROPOSAL + DESIGN INTENT

SITE 2 - ADMINISTRATION + STUDENT CENTRE

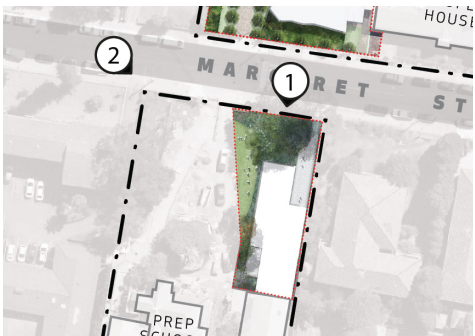
View Impact Analysis

The scale and proportion of the proposed Administration + Student Centre has been carefully considered to protect views of the heritage gardens and Lingwood House within the campus.

There is minimal view impact to surrounding heritage context due to building form and height datum being consistent with the streetscape.

To ensure the focus of the campus is the heritage item, the proposed building is nestled behind existing mature trees and foliage. Despite having pops of colour in the vertical louvres, the use of a recessive base colour palette, reflective glazing and repetitive vertical elements, ensures the building is somewhat subservient to the grand heritage teardrop garden and recently restored Lingwood House.

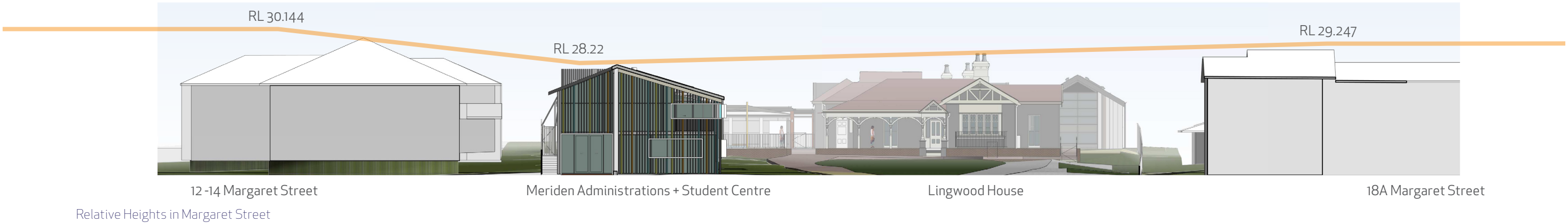
Meriden wishes to encourage community interaction with the school. The visible location of this building provides an opportunity to present an engaging face to the community. However, while community interaction is important, Meriden is also cognisant of the paramount importance of security and privacy for building occupants. The use of louvres will mitigate this issue by assisting not only in articulation and playful visual interest for the community, but by also providing a level of privacy to building occupants. The building is also screened from the north by existing mature trees and proposed vegetation. Colour-back glass has also been used in most instances where glazing is located below 1200mm high to assist with privacy.



VIEW1



Margaret Street View looking South



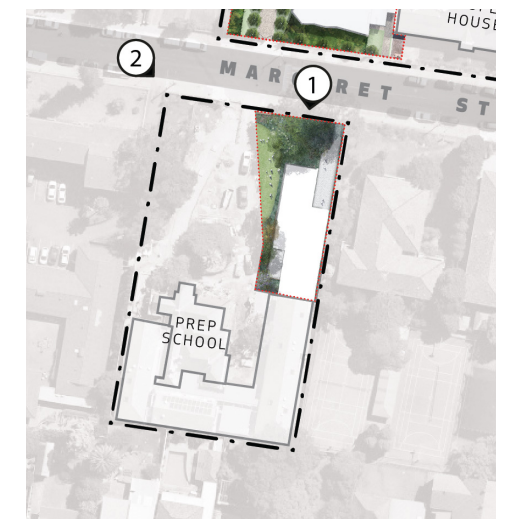
View Impact Analysis

The decision to introduce framing elements in the facade arose from experimentation that can be seen in the appendix of this chapter. These frames help to break up the facade and provide focused views from within the building.

VIEW 2



Street View looking East



03 PROPOSAL + DESIGN INTENT

SITE 2 - ADMINISTRATION + STUDENT CENTRE

Environmental Amenity

Care has been taken to shelter the internal spaces within the proposed building from the hot western sun and glare. A louvred facade provides a functional solution to improve environmental amenity and provide high quality study and work spaces. The narrow footprint of the building ensures ample solar access and natural cross ventilation can be achieved throughout the day.

Internally, the back of house programs such as server room, storage, lift, stairs and amenities are located along the eastern and southern spine where there is no glazing. The entire eastern and southern walls are pre-cast concrete (when visible a ribbing pattern is used to echo the vertical rhythm of the louvres). This mitigates potential noise and privacy issues to 12-14 Margaret Street and also provides relevant fire safety requirements to the site boundary. Planting will be provided on the eastern side of the entry court to enhance this space.

Potential overshadowing impacts to 12-14 Margaret Street are demonstrated on DA5107 highlighting minimal effects to lower windows that are currently largely in shade due to vegetation and existing fences.

Longevity and maintenance are key considerations for the school and their community. As such, the design solution ensures that facades can be cleaned and maintained. It is proposed that the external glazing be cleaned from inside the building through sliding windows. A gap of approximately 450mm has been provided between the glazing and louvre system to ensure that cleaning implements can manoeuvre in this zone in order to reach louvres and glazing.

The lighting strategy for this proposed building consists of simple building-focussed up-lighting and subtle lighting in the entry court for way-finding with nil to minimal impact on 12-14 Margaret Street.



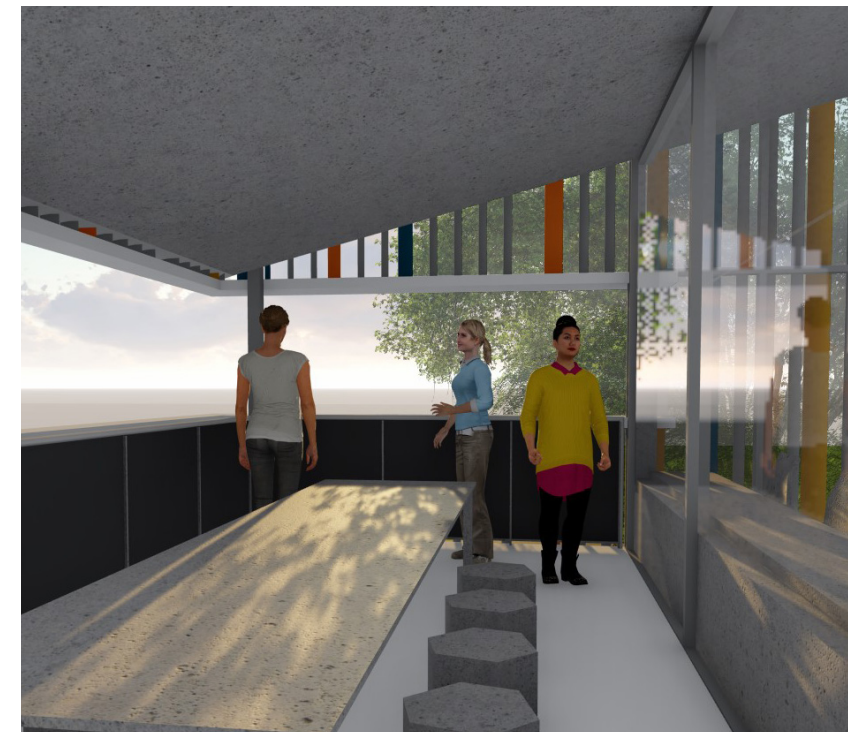
Western Louvred facade, adjacent to Lingwood Prep Playground



Entry to Admin + Student Centre from Margaret Street



Louvre Detail



Year 12 Common Area Balcony

03 PROPOSAL + DESIGN INTENT

SITE 3 - LANDSCAPED PLAYGROUND

Design Principles

The new Landscaped Playground within the Junior School sets out to achieve the following key principles.

- + Increase landscaped play space for students
- + Create a safe and private outdoor learning environment
- + Enhance existing Junior School Campus whilst being mindful of external community
- + Maintain existing driveway and carport

These design principles have been achieved through careful detailing of the play space to reduce impact of noise on neighbouring properties and provides an improved visual amenity for neighbours and the broader community. There will be some subtle lighting in the driveway for way-finding. Lighting is not provided within the playground itself as it will only be used during school hours, under supervision. This strategy is unlikely to impact 2 or 6 Vernon Street.



Existing Garage



Existing Driveway



Existing Street Frontage

4 VERNON ST PROPOSED PLAN

PROPOSED ILLUSTRATIVE PLAN



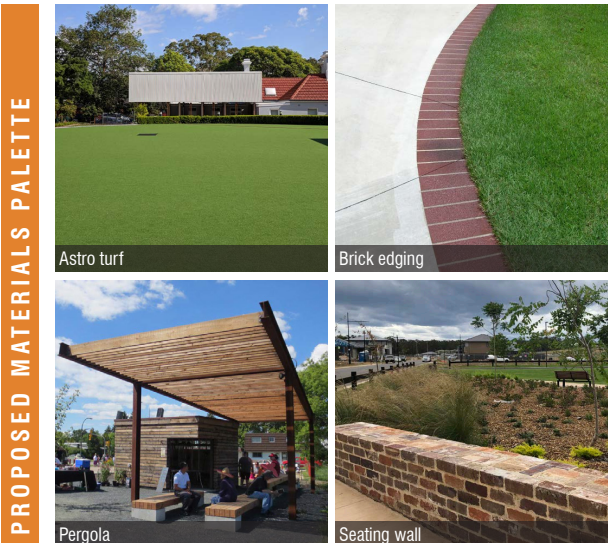
4 | VERNON STREET | MERIDEN SCHOOL

DRAWING NUMBER: 301

SCALE 1:50 @ A1



OCULUS



03 PROPOSAL + DESIGN INTENT

SITE 3 - LANDSCAPED PLAYGROUND

View Impact Analysis

As per Government architects observation, "The panel supports the conclusion reached by the heritage specialist that while the house is located in a conservation area, it is of poor quality and not contiguous with surrounding buildings. Further, the argument that the recently completed school auditorium ends the heritage streetscape to the south of Vernon Street is accepted."

Privacy to 2 Vernon is protected through a pergola with climbing plants. There is also a shared driveway to the north providing further distance.

The lighting strategy for this proposed building is to be some simple building up lighting and some subtle lighting in the entry court for way-finding. This strategy is unlikely to impact 12-14 Margaret Street.

Refer specialist Landscape Architect consultant report for detailed design approach.



Existing Street Frontage



Proposed Street Frontage



Cross section

03 PROPOSAL + DESIGN INTENT

APPENDIX - CENTRE FOR MUSIC + DRAMA

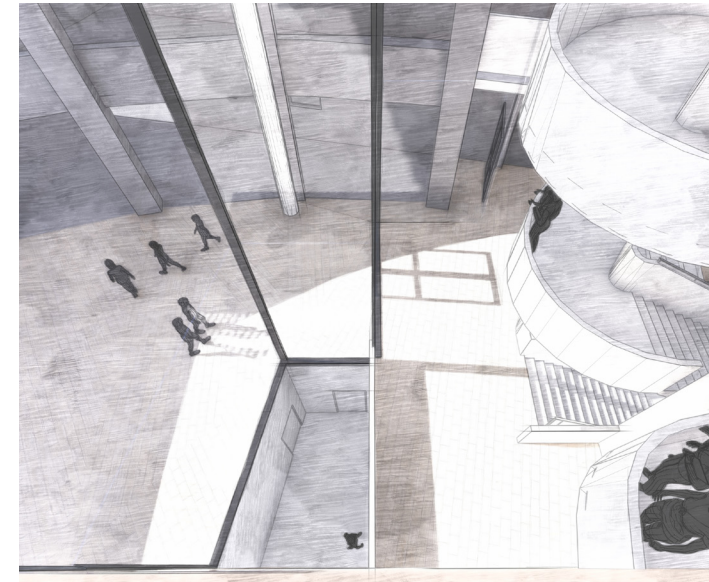
Experimentation - Façades



03 PROPOSAL + DESIGN INTENT

APPENDIX - CENTRE FOR MUSIC + DRAMA

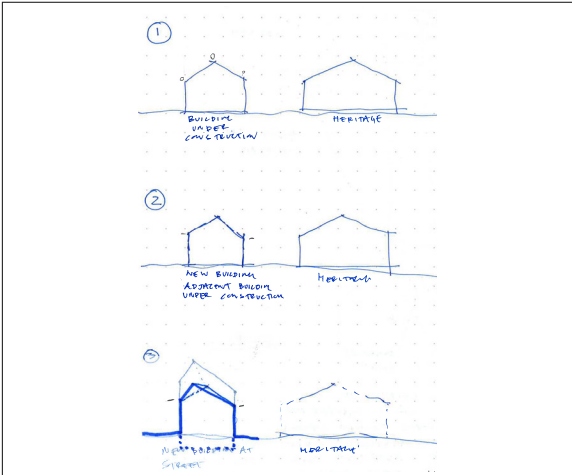
Experimentation - Front Entry & Internal Spaces



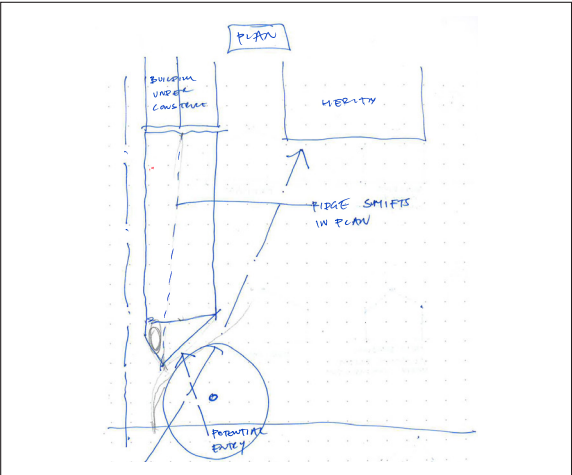
03 PROPOSAL + DESIGN INTENT

APPENDIX - ADMINISTRATION + STUDENT CENTRE

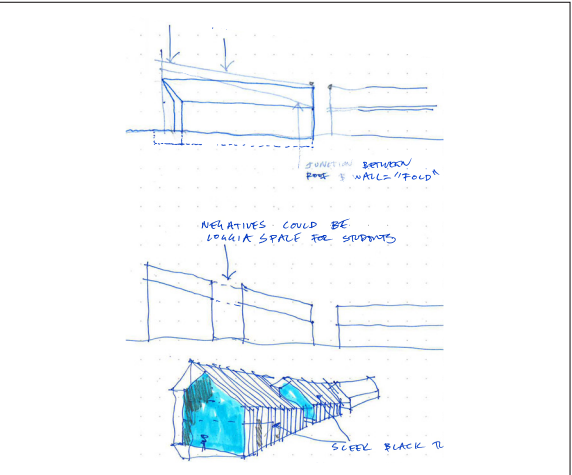
Experimentation - Built Form and Program



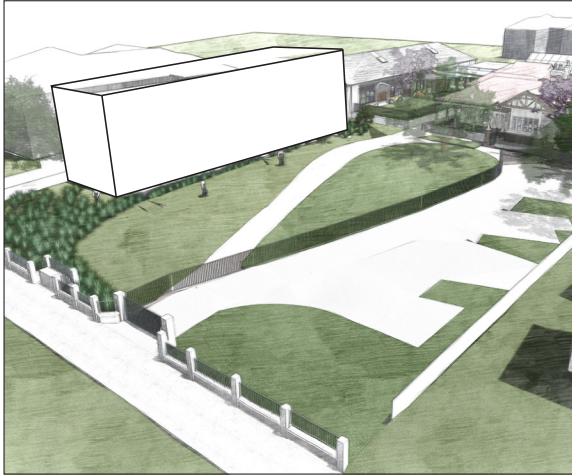
Design sketch



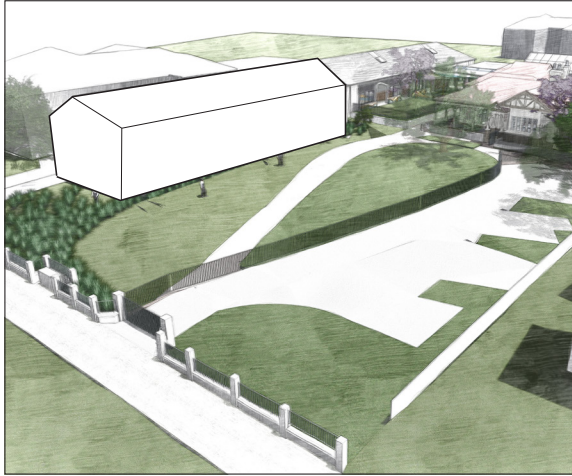
Design sketch



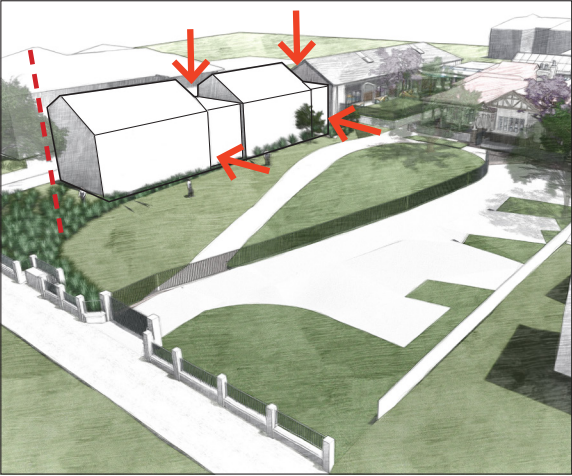
Design sketch



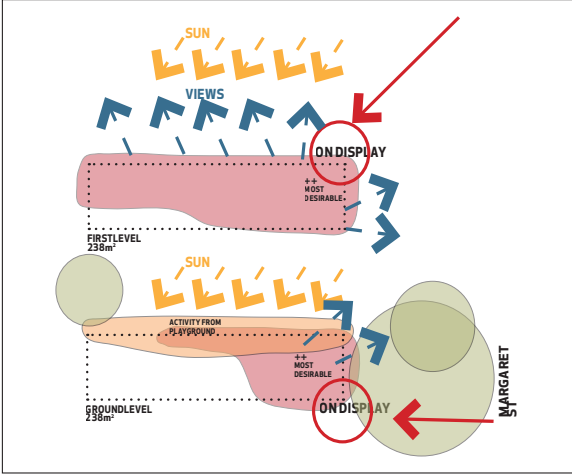
Full extruded form



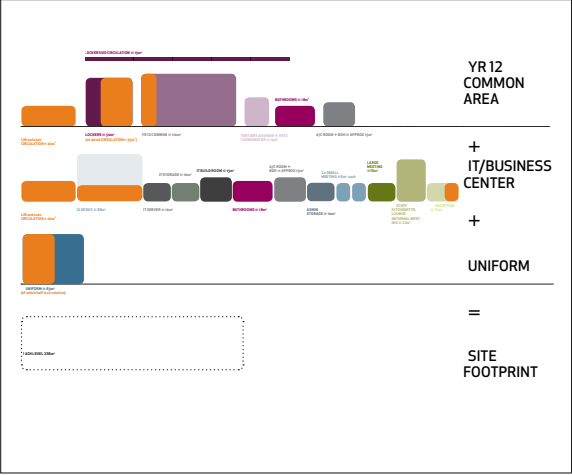
Gabled roof to correspond with neighbours



Modulation of gabled extruded form



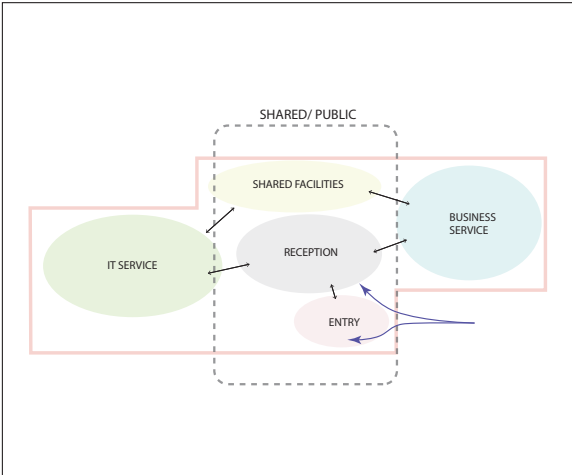
Design hierarchy



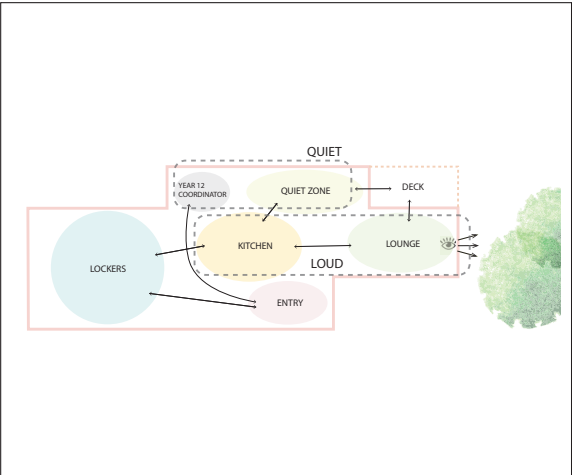
Required areas



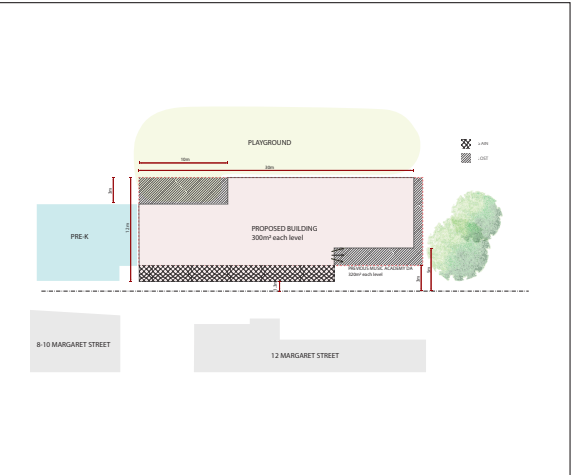
Initial spatial explorations



Ground level spatial relationships



Level one spatial relationships

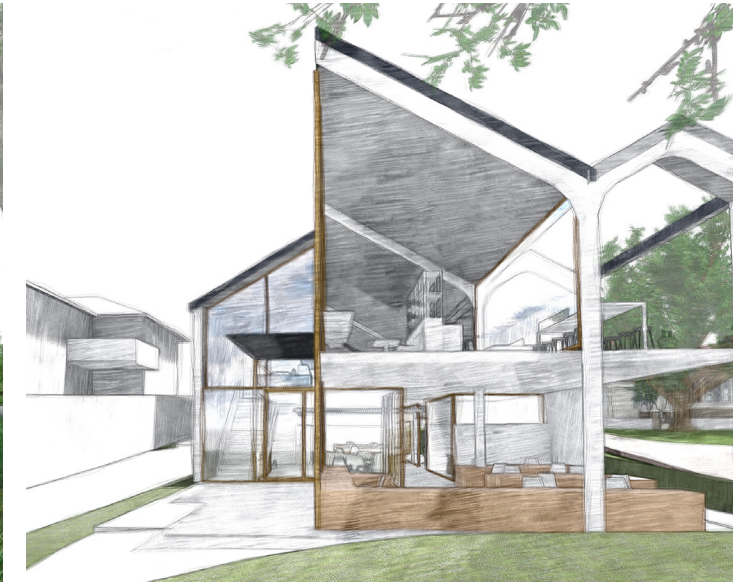
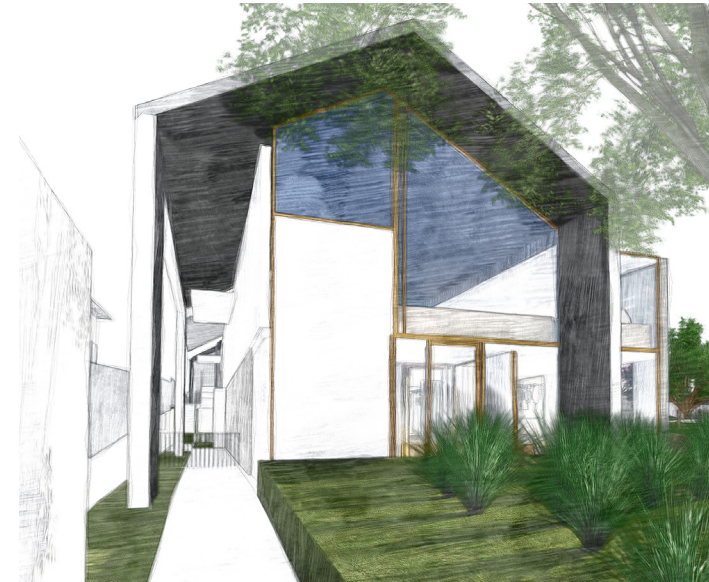


Building footprint

03 PROPOSAL + DESIGN INTENT

APPENDIX - ADMINISTRATION + STUDENT CENTRE

Experimentation - Façade Options



03 PROPOSAL + DESIGN INTENT

APPENDIX - ADMINISTRATION + STUDENT CENTRE

Experimentation - Louvre Composition



03 PROPOSAL + DESIGN INTENT

APPENDIX - ADMINISTRATION + STUDENT CENTRE

Experimentation - Louvre Composition



04 POLICY

04 POLICY

ADOPTION + RESPONSE

This Design Report clarifies the design intent of the proposal and demonstrates how design quality has been achieved in accordance with the Design Guide for Schools and the Design Quality Principles outlined in the Education SEPP. The proposed buildings and playground have developed from a rigorous design process. Design teams have worked closely with stakeholder groups throughout. Meriden are committed to a quality outcome. Design excellence has been established through the detailed analysis of the site and the application of the Design Guidelines and Development Parameters set out by the GANSW and the Local and State Authorities.

SEPP Educational Establishments

The interpretation and incorporation of the design quality principles established in Schedule 4 of the Education SEPP is described briefly on the following page, however more detail is provided generally throughout this report.

Better Placed

The design proposals have been developed with consideration for the NSW priorities and design objectives. All have been reviewed and considered throughout the design process, evident in this report. Feedback from GANSW has been incorporated into the designs, refer Executive Summary of this report and EIS for detail.

Design Guide for Schools

The design guide for schools establishes principles and objectives for design but also guidance on process and approach. This guide has set a benchmark which has been referenced throughout the entire process, establishing minimums and exemplars for response. Wherever possible guidances have been met or exceeded.

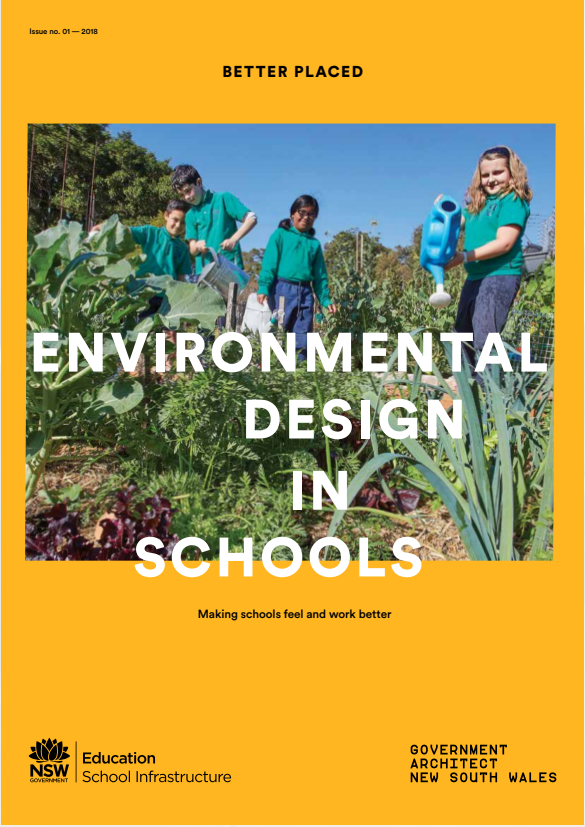
Design Guide for Heritage

The proposals recognise and support the heritage significance of the place and its context whilst facilitating contemporary operations and planning for the future. The concerns of the design guide for heritage were addressed throughout the design process by working closely with specialist heritage consultants to ensure an appropriate design proposal. For detailed information refer Heritage Report.

Environmental Design in Schools

This guide has been considered in the design process of the proposed development. Strategies for environmental design were developed in consultation with the client, stakeholder groups and the specialist ESD consultant. Both passive and active strategies have been employed in the design. These are described throughout this report, refer also ESD consultant report for detail.

BETTER



PLACED

An integrated design policy for the built environment of New South Wales



PRINCIPLE	CONCEPTUAL DESIGN RESPONSE
1. Context, Built Form + Landscape + respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. + informed by site conditions such as topography, orientation and climate. + integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.	+ the proposed CMD design fits into a context of varied built environment with a mixture of historical styles and languages, including residential, commercial, educational and institutional. It does not attempt to mimic these styles but to honour them by using complementary form and materiality. + the Admin & Student Centre design responds to landscape including falls across the site and heritage gardens in Lingwood as well as attempting to harness and respond to climate through operable windows, screens for shading and orientation where possible. + scale has been carefully considered. The 2 storey proposal for AS&C on Lingwood Campus has been designed to take advantage of the topography. At its rear, the design is aligned to and scaled consistent with the existing fabric. As the land falls away, toward the street, the additional floor below is revealed. + the proposals incorporate developed landscape schemes to improve the amenity of both the school but also the street and neighbours. (Refer landscape report)
2. Sustainable, Efficient + Durable + combines positive environmental, social and economic outcomes. + designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling. + designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.	+ proposed buildings and playground will provide an improved learning environment + proposals include current sustainable and building technology to create efficient envelopes in both passive and active modes including insulation, shading and energy, ventilation and water collection (Refer ESD report) + sturdy durable materials have been selected including raw materials and low impact solutions. These balance longevity and environmental impact (Refer ESD report). Maintenance and cleaning of facades has been considered and allowed for in the designs.
3. Accessible + Inclusive + provide good wayfinding and be welcoming, accessible and inclusive + actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours	+ each campus can be accessed independently, reducing the need to traverse through all campuses when accessibility is an issue. Each proposed building and entry incorporates lifts or ramps to ensure equitable access (Refer access report for detail). The proposed CMD also improves access to existing buildings within the site by enabling connections through to the Hope/ Turner Building + in addition to signage, wayfinding is facilitated through the material and formal design of the proposals. This creates a recognisable building which will assist with legibility within the campus and provide visibility from the street + the proposed design style is educational in nature, making the buildings understandable as part of the school fabric from the street distinguishing them from surrounding residential fabric + School facilities are open for existing community programs, for example the Music Academy (a music program open to community external to Meriden) and the Tennis Academy (a tennis program open to people external to Meriden)
4. Health + Safety + optimises health, safety and security within its boundaries and the surrounding public domain + balances this with the need to create a welcoming and accessible environment	+ where possible, school activities are consolidated within a single campus, minimising the need for students to travel between campuses. However, Senior School students will need to travel to the proposed Administration and Student Centre. Connectivity between the campuses is provided along the more quiet rear street, Margaret Street. A pedestrian crossing is located at the point of connection over the road between the Senior School and Lingwood Campus. Junior School students do not need to cross the road and can walk safely along the footpath when traveling to the Administration and Student Centre if required. + the boundaries of the school are demarcated by fencing and signage, these help to alert the public to the educational nature of the property. This demarcation is balanced with open gateways and soft landscaped entries, to create a welcoming environment. + security for Lingwood students is ensured by creating a completely separate entry for the Administration and Student Centre, to minimise risk of small children entering Margaret Street unsupervised. + the proposal will help to provide better spaces for teaching and learning by replacing or supplementing areas which are currently insufficient, inadequate and outdated. These spaces will create better, healthier environments for students and staff. The playground in the Junior School will facilitate more variety in teaching and improve amenity for existing buildings to the south. + the proposed buildings are designed with WELL and Passive House principles in mind. + Refer also CPTED report prepared as part of this submission
5. Amenity + provide pleasant and engaging spaces, accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. + incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants (if located near busy road or railway). + include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.	+ the design of each space has been carefully considered so as to provide exemplary teaching, learning and performance spaces, study spaces and outdoor learning areas and play spaces that will engage students + these spaces have also been designed to provide flexibility of use, enabling the spaces to be used in a variety of ways, creating opportunities for students and staff to creatively use the space for their performances and lessons through reconfiguration or opening/closing the operable portions of the spaces. + the indoor/outdoor performance spaces can be closed off from the elements or opened up to provide natural air flow + the Centre for Music and Drama has been designed to maximise efficient and effective spaces whilst minimising additional shadow on the campus + the internal focus of the CMD ensures minimised impact on privacy and noise for neighbours + the Administration and Student Centre provides a physical acoustic buffer between the Preparatory School playground and the neighbours to the east of the campus. A solid precast wall also reduces privacy and overlooking issues for neighbours + large portions of glazing on the buildings ensures that good natural light is available for building occupants. Glare/solar access/heat gain issues are mitigated through the use of shading devices on solar prone façades
6. Whole of Life, Flexible + Adaptive + consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning + deliver high environmental performance, ease of adaptation and maximise multi-use facilities.	+ the Administration and Student Centre has been designed as a long term, loose fit solution enabling reconfiguration of work stations and study areas to accommodate population growth and change in use. The primary structure of the buildings uses columns where ever possible to maximise flexibility and future adaptation of spaces as needs change + as the Centre for Music and Drama is a dedicated performance and rehearsal facility, flexibility/adaptability needs to be balanced with high level performance of the building. Therefore, some spaces and design elements are particular to its use. However, the primary structure of the building incorporates columns, thus spaces are divided with non-load bearing partitions which maximises possibilities for later reuse
7. Aesthetics + aesthetically pleasing, achieving a built form that has good proportions and a balanced composition of elements + respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood. + respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.	+ the proposed building forms respond to the context of the school and neighbours. + the bulk and proportion of the buildings has been carefully designed in relation to the context and controls of the existing neighbourhood + materials have been selected which are sympathetic to the style of the neighbourhood but also appropriate for the educational nature of the building + the materials for the Administration and Student Centre western facade (adjacent to Prep School), provide a fun colourful backdrop to the Preparatory School playground, creating an age and stage appropriate response for the children. Materials for use within Senior Campus are more appropriately related to the context of that campus and its users + soft landscape solutions have been devised to create welcoming and beautiful campuses. Refer landscape report for detail + Refer materials section of this report for detailed drawings and palette for building designs