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ISSUE 3: JUNE 2019 (DRAFT)  
ISSUE 2: MAY 2019 (DRAFT)  
ISSUE 1: APRIL 2019 (DRAFT)

# ST MATTHEWS CATHOLIC SCHOOL, MUDGEE- SECONDARY CAMPUS

## NEW CAMPUS MASTER PLAN

### ARCHITECTURAL DESIGN REPORT

### SSDA SUBMISSION







*Broadhead Rd looking East across site*



*Broadhead Rd looking South across site*



*Bruce Rd looking North East across site*



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1.0

# Executive Summary



The following report outlines the Briefing provided by the Catholic Education Diocese of Bathurst and responds to Design Principles in SEPP (Educational Establishments And Child Care Facilities) 2017, GA-NSW – Design Guide for Schools 2018.

The report addresses issues raised at meetings with GA-NSW and illustrates how the proposed design has been carried out with balance and consideration to the school users, community, site, heritage and environmental impacts.

Introduction

St Matthews Catholic School is an existing Kindergarten to Year 12 School located in the heart of Mudgee CBD. The school has outgrown the existing school campus and is considered inadequate in its capacity to cater for the anticipated enrolment growth, necessary facilities and open space.

The new 12.14 ha site is located on the corner of Broadhead and Bruce Roads in South Mudgee. This is a relatively flat Greenfields site, which provides the opportunity for appropriate built and landscaped spaces to cater for the schools’ aspirations.

This proposal is for the construction of a new Secondary school, (Years 7-12) component of the school, with the Primary school remaining at the existing Lewis Street site. Masterplanning includes for the provision of future stages to allow capacity and flexibility for future direction.

The school has identified their vision as: “At St Matthews Catholic School we believe that all in our community can learn at high levels in a Christ-centred, engaging, collaborative, and nurturing environment.”

Project Description

The SSDA seeks consent for the construction of a new 4-stream, Years 7-12 Catholic Secondary School at Mudgee, NSW. The school can accommodate a maximum population of 680 students plus associated staff.

The design proposes five buildings to be constructed around a central space to reflect the meaning of Mudgee as *Nest in the Hills* in the local Wiradjuri language, with the physical forms borrowing on the typology of Country Homesteads.

The five buildings comprise:

Building A	Professional Hub for Administration & staff facilities
Building B	Spiritual Hub - Chapel
Building C	Community Hub incorporating Music, Dance, Drama, Assembly, Performance, PE, Hospitality, Food Technology, Student Food Services (canteen) and COLA
Building D	Research/ Technology Hub for Science, STEM, Art, Materials and Technology
Building E	Resource Centre & Inquiry Hub for collaborative Learning Settings for Years 7–12.

- Facilities are supported by:
- Onsite carpark for 75 cars with a separate 12 car drop-off/ pick up for students
  - Road layover bus-bay for 3 buses with on-site bus turning area

After-hours access for outside community groups will be available with facilities in the Spiritual Hub B, Community Hub C and Research/ Technology Hub D, being able to be very conveniently used by groups outside of school hours without diminishing the Security of the School.

The planned GFA for school facilities is 6556m2 (including enclosed circulation and building services).



# 2.0

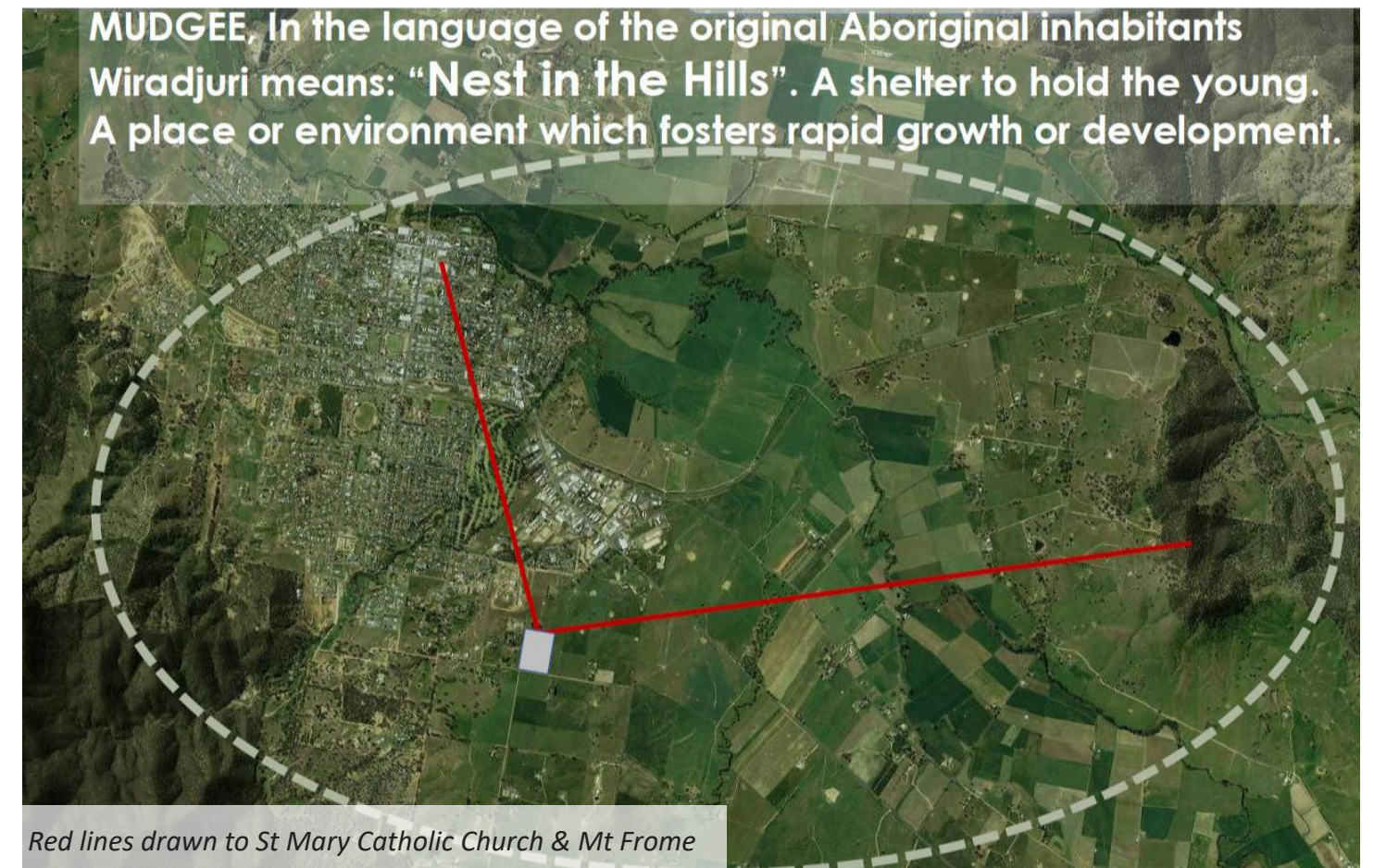
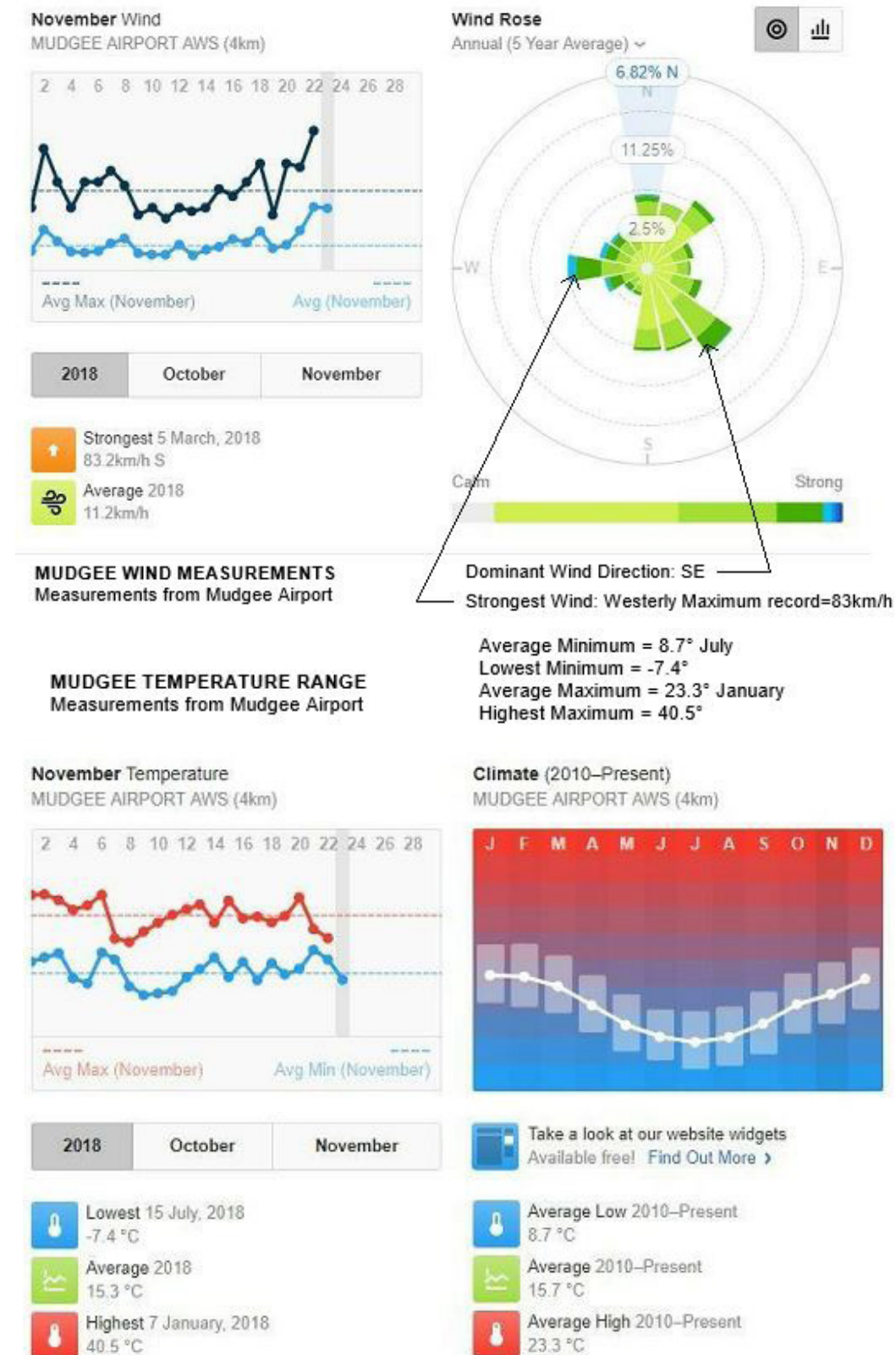
## Site Brief



## 2.1 Site Analysis

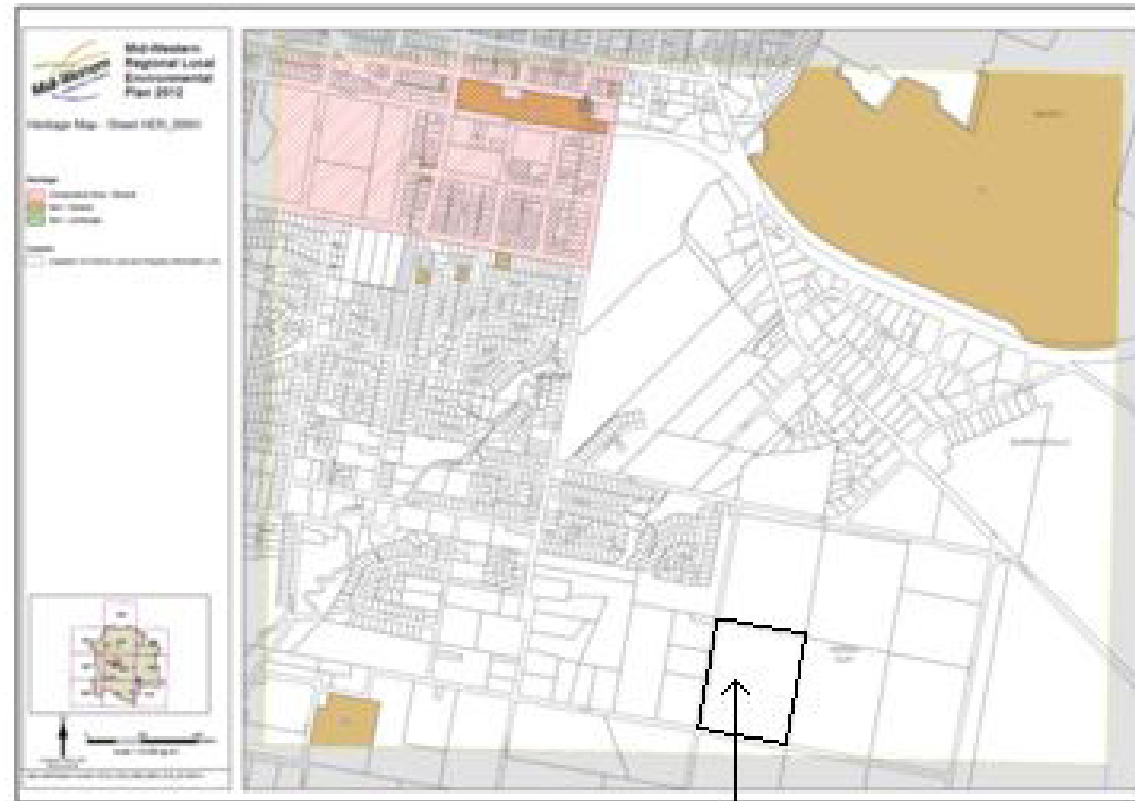
Mudgee is located in the Central West of NSW, approximately 260km north-west of Sydney, beyond the Great Dividing Range. It is the centre of the Mid-Western Regional Council, with a population of approximately 12,400 persons in June 2018. It is the centre of a popular wine producing region with a strong tourism industry.

The Wiradjuri nation were the traditional custodians of the land, centred on the Cudgegong River.

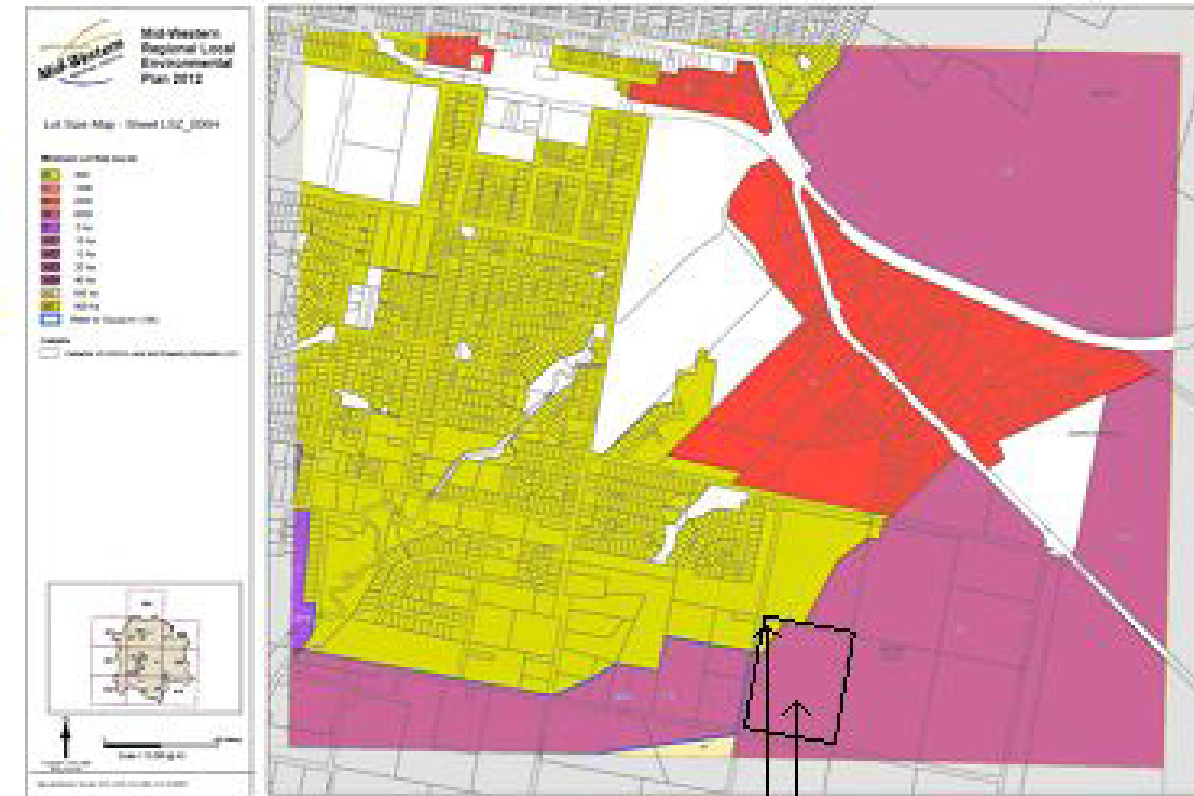




## 2.1 Site Analysis



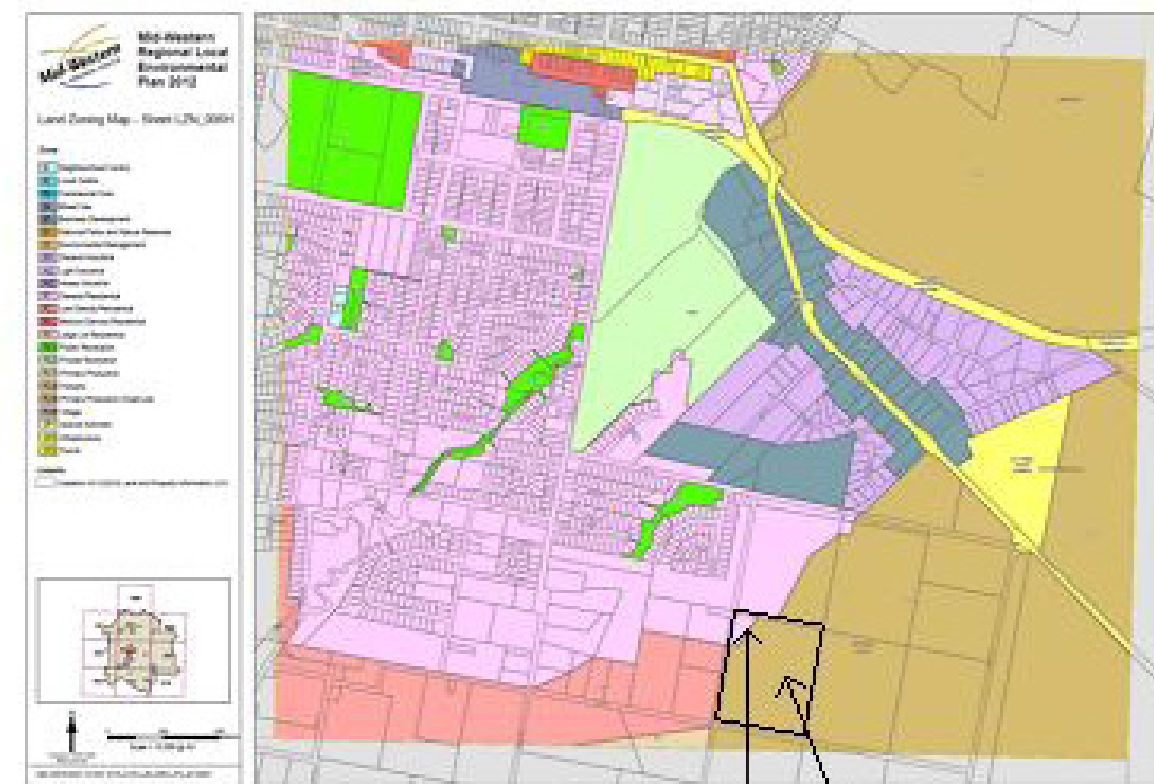
HERITAGE MAP  
No identified Heritage Items



LOT SIZE MAP  
Minimum Lot Size- M: 800sqm  
AB3: 20ha



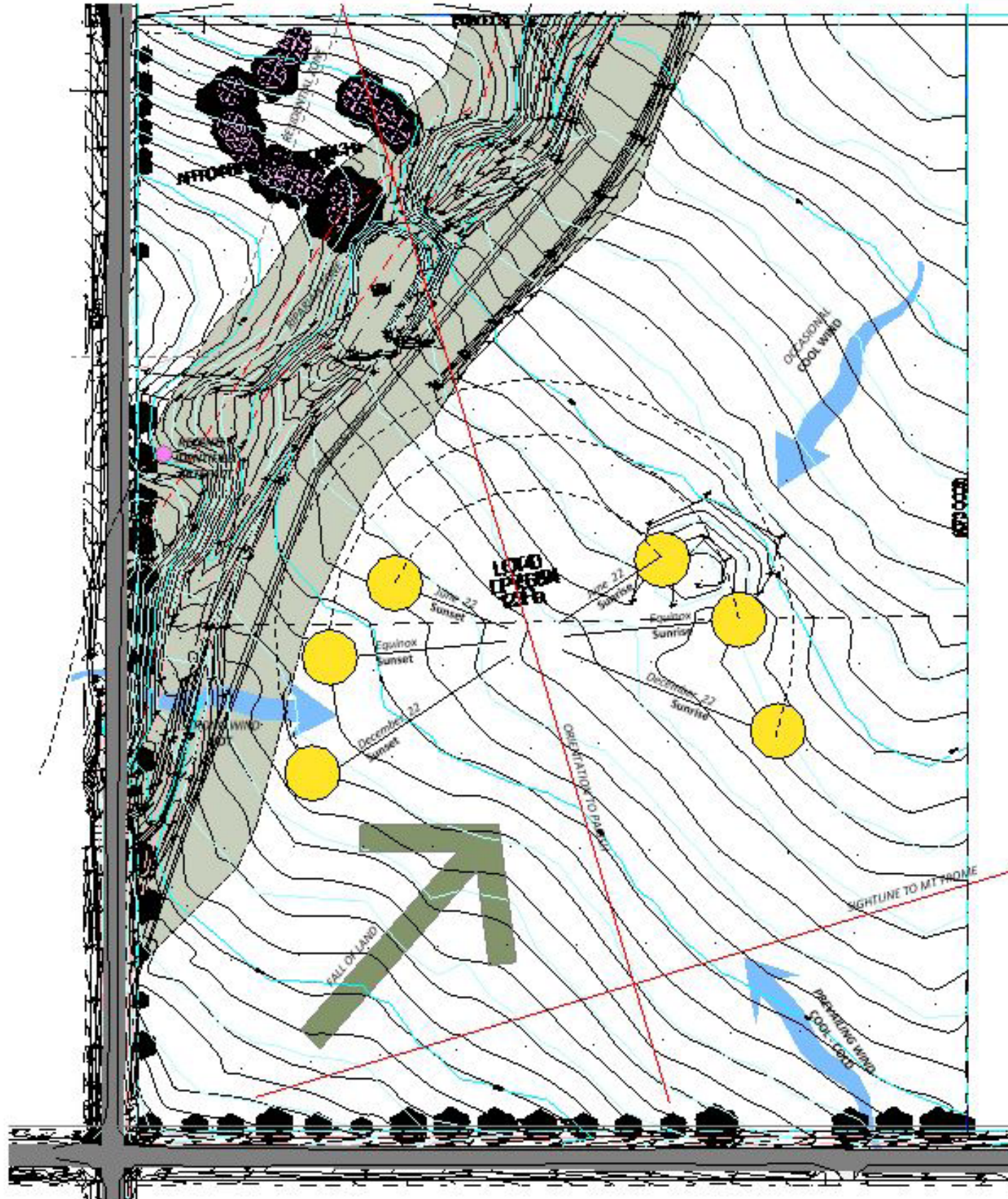
MAXIMUM BUILDING HEIGHT  
1: 8.5m  
No Identified maximum height



LAND ZONING MAP  
Zones - R1: General Residential  
RU4: Primary Production Small Lots



## 2.1 Site Analysis

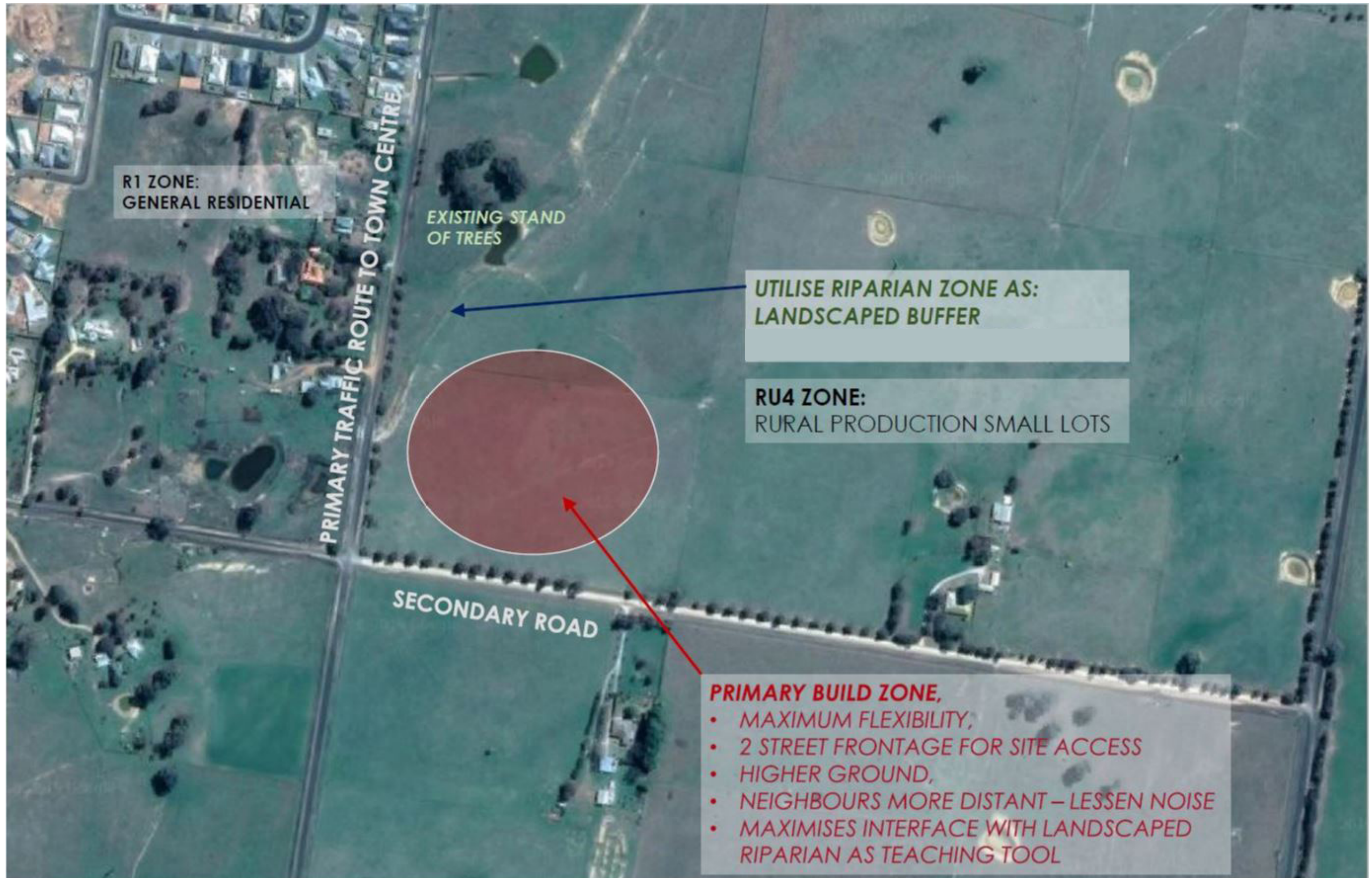


Survey Plan with characteristics highlighted



Photo from south-west corner of Broadhead road and Bruce road looking North East



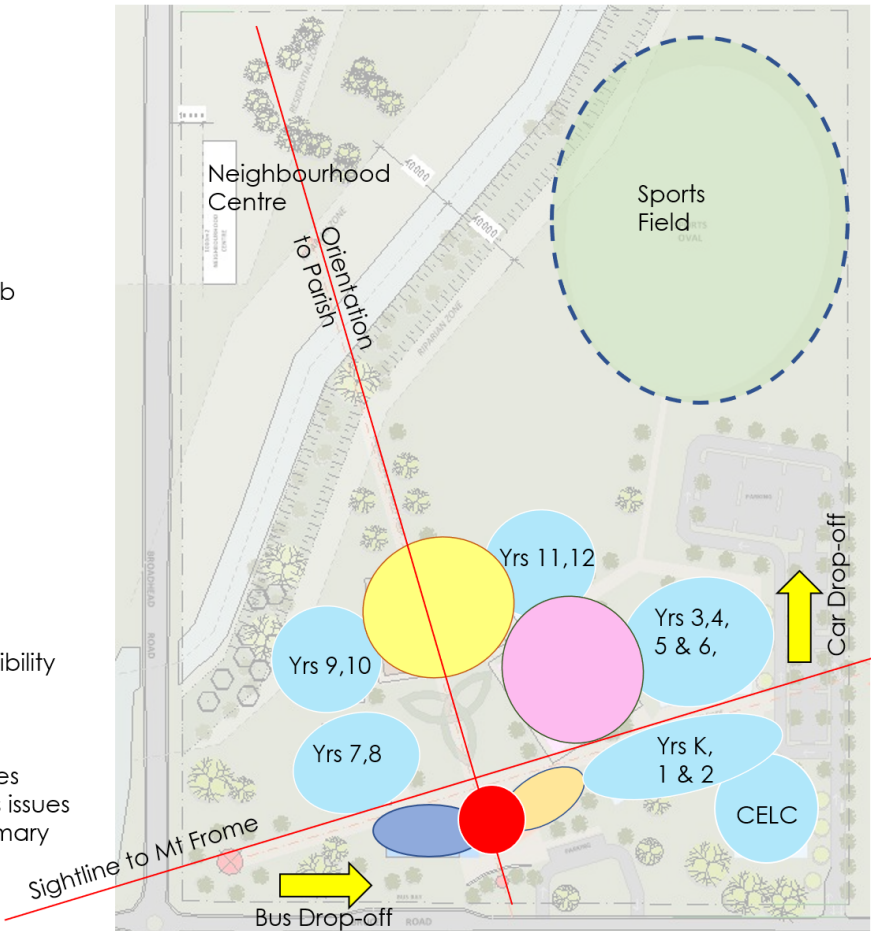




MASTERPLAN 1

- Neighbourhood Centre
- Research / Technical / Creative Hub
- Community / Performance / Food Hub
- Knowledge / Spiritual Hub
- Professional Hub

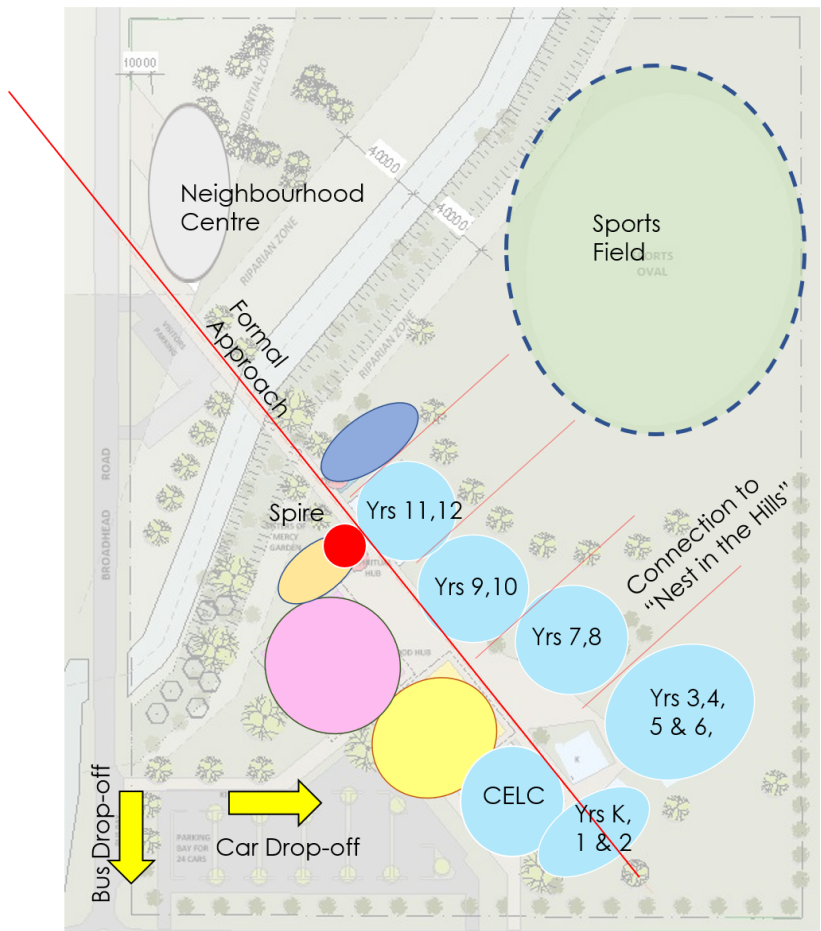
- Pro's**
- Strong Symbolism
  - Discrete car parking
  - Good "Front Door"
  - Single storey layout provides Staging flexibility
- Con's**
- GLA's distant to Specialist facilities
  - Community after-hours access challenges
  - Bus Drop-off on Bruce Rd creates access issues
  - Community Hub isolates Secondary - Primary



MASTERPLAN 2

- Neighbourhood Centre
- Research / Technical / Creative Hub
- Community / Performance / Food Hub
- Knowledge / Spiritual Hub
- Professional Hub

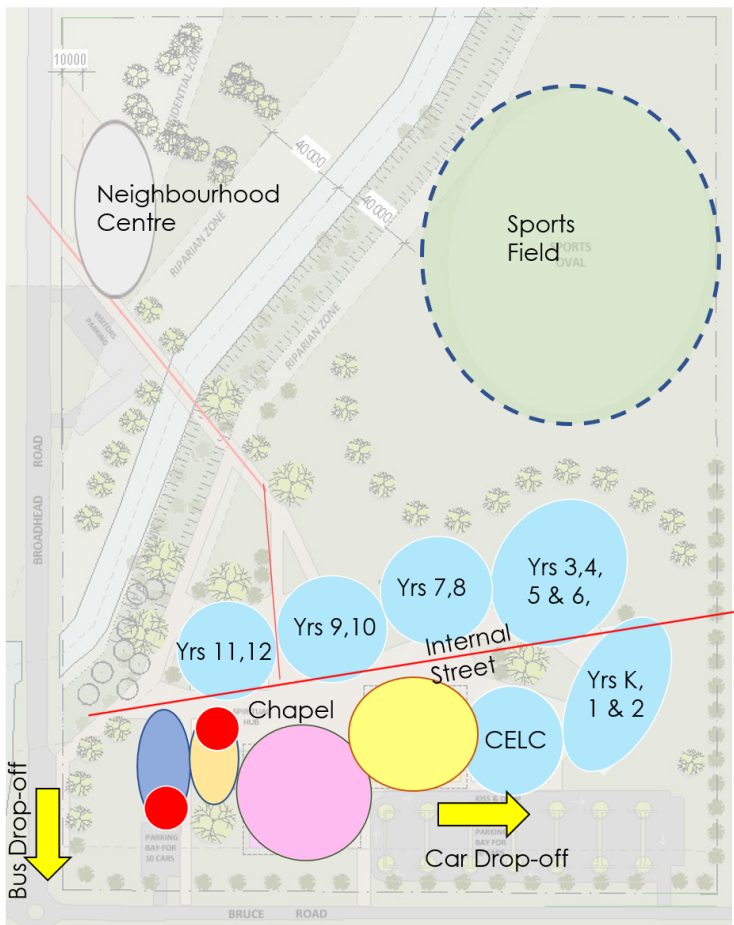
- Pro's**
- Frontage to Broadhead Rd
  - Good connection to neighbourhood & Hills
  - Bruce Road traffic minimised
  - Internal Street condenses pedestrian flow
  - Close connection between Second – Primary
  - Good after-hours community access
  - Single storey layout provides Staging flexibility
- Con's**
- "Front Door" distant from Visitor parking
  - Front Door not immediately at street frontage
  - Access to Sports Field distant (perhaps)



MASTERPLAN 3

- Neighbourhood Centre
- Research / Technical / Creative Hub
- Community / Performance / Food Hub
- Knowledge / Spiritual Hub
- Professional Hub

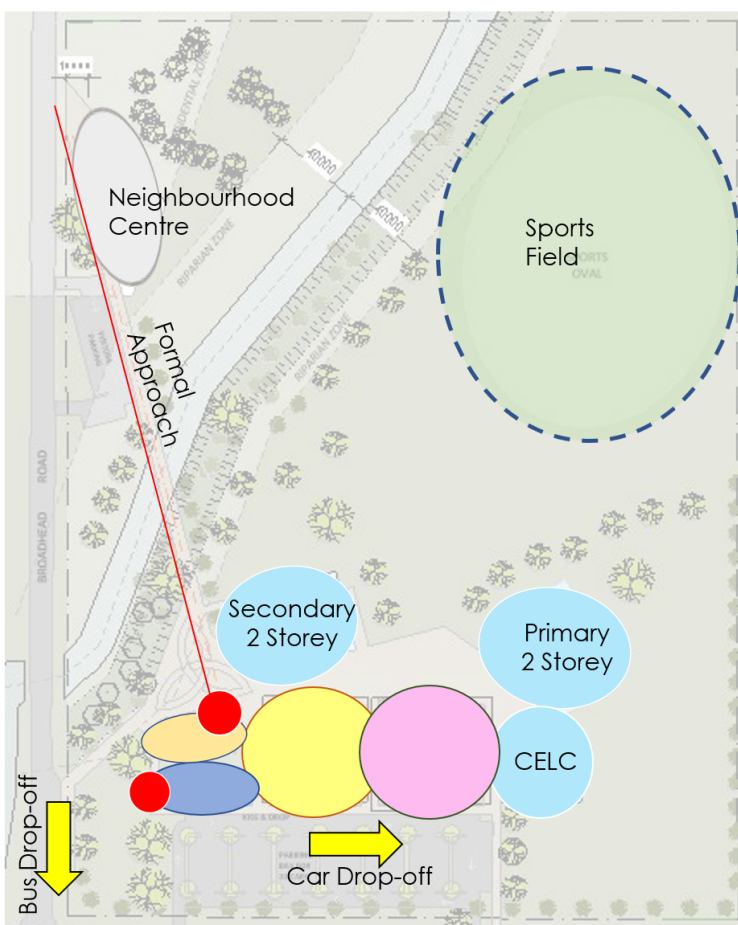
- Pro's**
- Frontage to Broadhead Rd
  - Connection to neighbourhood
  - Bruce Rd traffic minimised
  - Internal Street condenses pedestrian flow
  - Close connection between Second – Primary
  - Good after-hours community access
  - Single storey layout provides Staging flexibility
- Con's**
- Connection to "Nest in the Hills" not strong
  - Access to Sports Field distant (perhaps)



MASTERPLAN 4

- Neighbourhood Centre
- Research / Technical / Creative Hub
- Community / Performance / Food Hub
- Knowledge / Spiritual Hub
- Professional Hub

- Pro's**
- Frontage to Broadhead Rd
  - Bruce Rd traffic minimised
  - Internal Street condenses pedestrian flow
  - 2-Storey layout results in "compact" footprint
  - Good after-hours community access
- Con's**
- 2 storey layout limits Staging flexibility
  - Access to Sports Field distant (perhaps)
  - 2 storey layout obstructs connection to Hills



# 3.0

## Design



## 3.1 Design - Mission & Values

The Client Mission, Pedagogy and the Design response to outcomes of the initial brief, on-going feedback to masterplanning, forums, user input are outlined below.

The Catholic Education Diocese of Bathurst has identified their vision as: “At St Matthews Catholic School we believe that all in our community can learn at high levels in a Christ-centred, engaging, collaborative, and nurturing environment.”

Their teaching model is based upon a Christ-centred model of learning, with faith integrated into learning and living.





## 3.2 Design - Masterplan Summary

The proposed St Matthews Catholic School represents a synthesis of current collaborative teaching pedagogy incorporating flexible learning spaces and high levels of transparency.

The project has had engagement with the local Council, the local bus company and consultation with the local Wiradjuri people and has also undergone a detailed cost analysis. Communication consultants have been engaged for forums, feedback and communication with the local community.

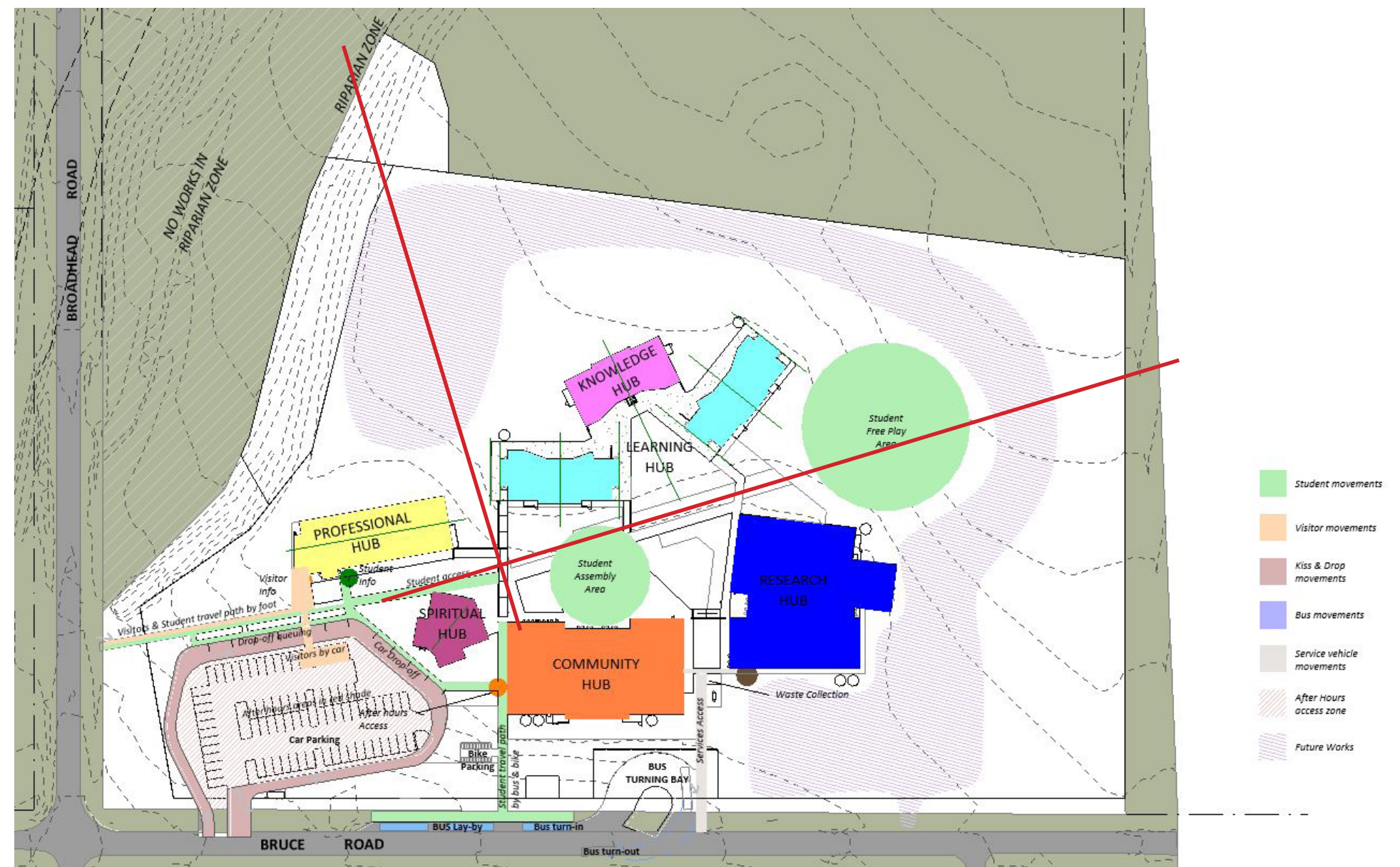
Feedback from these interactions has been incorporated into the design proposal.

The building forms are grouped into “hubs” which relate to their function.

These hubs are clustered to form sheltered spaces, reduce travel distances and provide protected paths of travel between facilities.

The rooms and building relationships are formed around the ability to cluster and to look through and beyond.

Critical to this is the Christ-centred model of learning, in which the spiritual hub forms a central location to the masterplan. Student, staff and visitors interact with the Chapel upon entering the school, with large glazed doors opening onto the heart of the school, whilst being away from the primary noise sources.



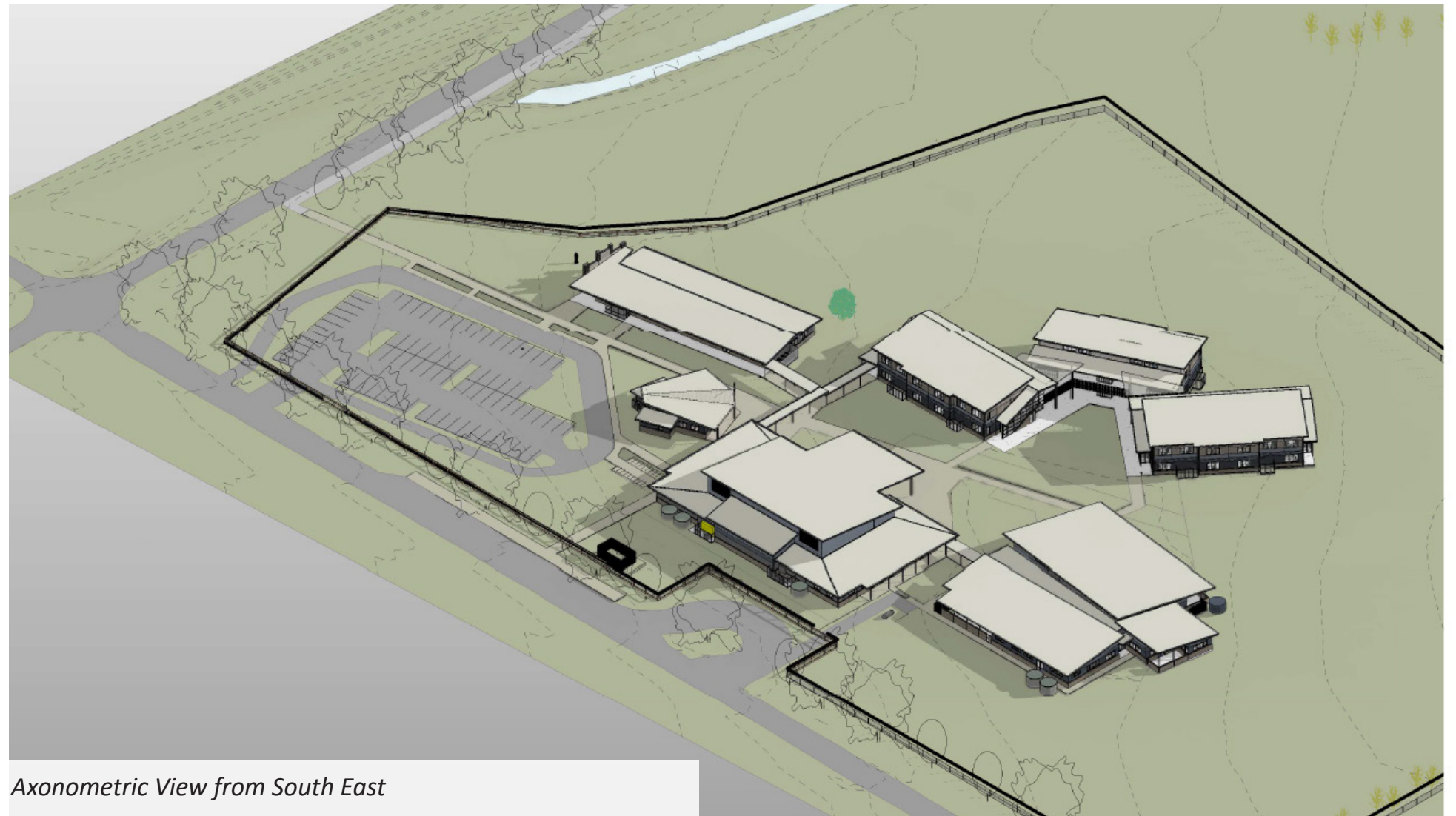


## 3.2 Design - Masterplan Summary

The design language of the hubs which collectively comprise the School, is founded upon the concept of "shelter", with building forms and site layout borrowing on the typology of country homesteads. Large roof forms and overhangs shelter the occupants from the harsh sun. In association with roof eaves, other sun screening elements help in protection, filigree shade and detail.



*Image from Bruce Road looking NW, Block C on left*



*Axonometric View from South East*



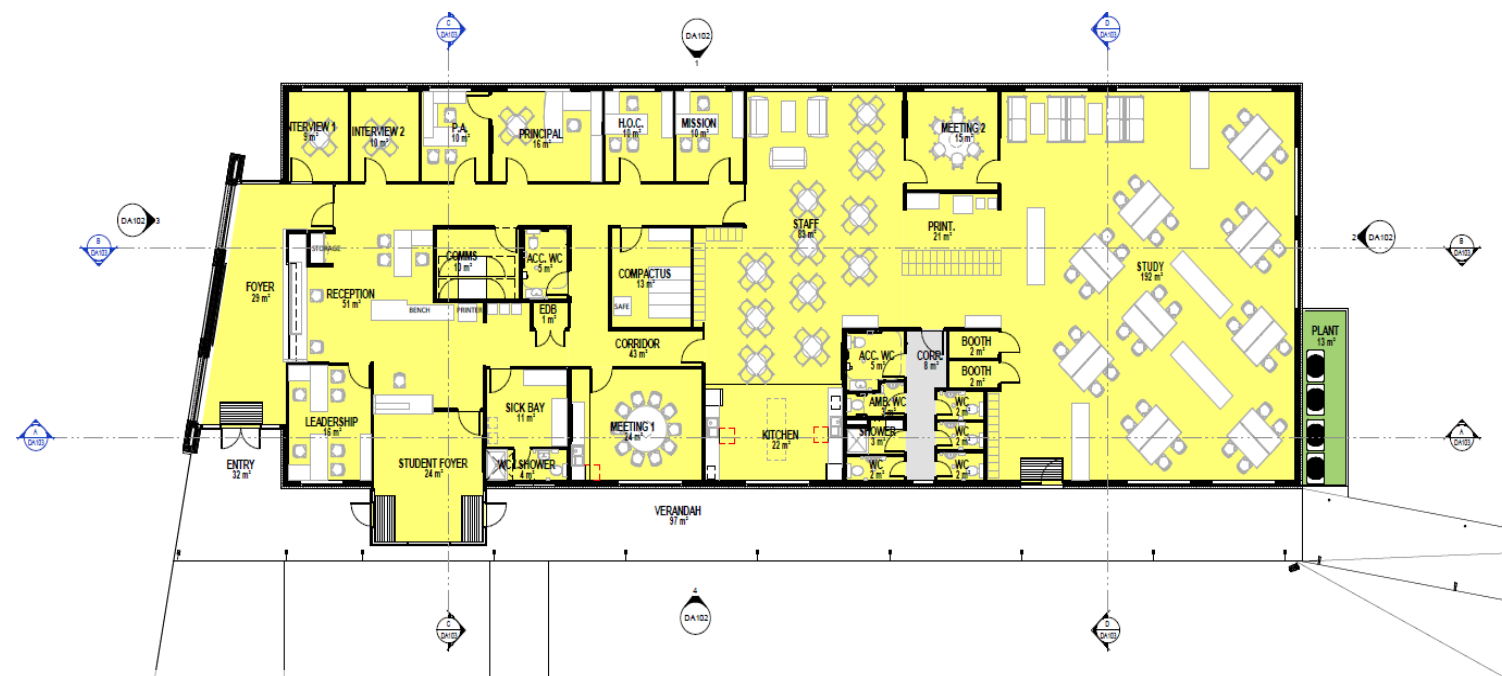
### 3.3 Design Response

There are five proposed hubs, being:

### Professional Hub (Administrative Facilities)

This hub forms the “front door” for guests and visitors and accommodates staff and administrative facilities. A brick screen wall is to be constructed at the front, borrowing on the imagery of the original St Matthews School in Mudgee which was destroyed by fire in 1992.

This building also “fronts” the site and car park, located to allow easy orientation and site surveillance. The location adjacent to the riparian zone also provides staff with respite from the school activities whilst conveniently located to all facilities.



*Block A - Ground floor plan*



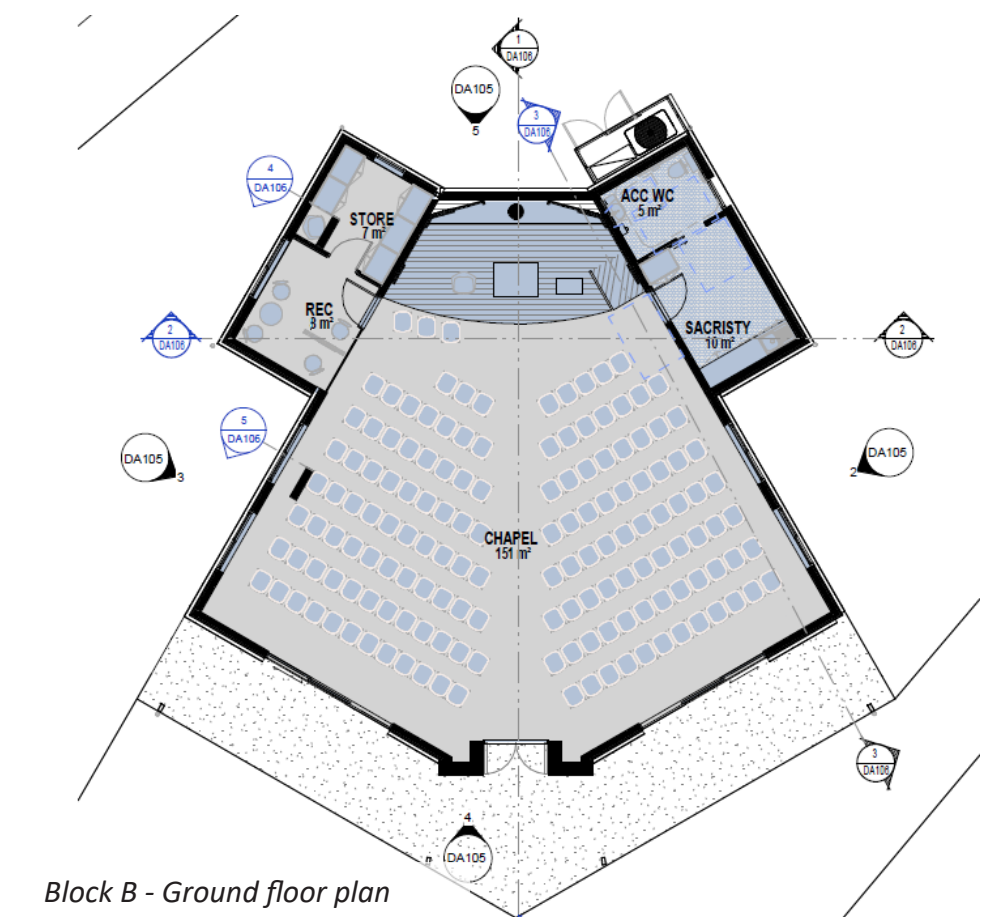
*Image from Broadhead Road pedestrian entry, Block A on left*

**Spiritual Hub (Chapel)**

This is the identifiable heart of the school located at the end of the Mt Frome axis, fronting the central assembly space and central to the journey and principal pedestrian paths entering and leaving the school. The architectural form is designed with a high raking roof form and large windows symptomatic of its function as a space intended to foster thinking beyond the everyday.



Block B - Axonometric view



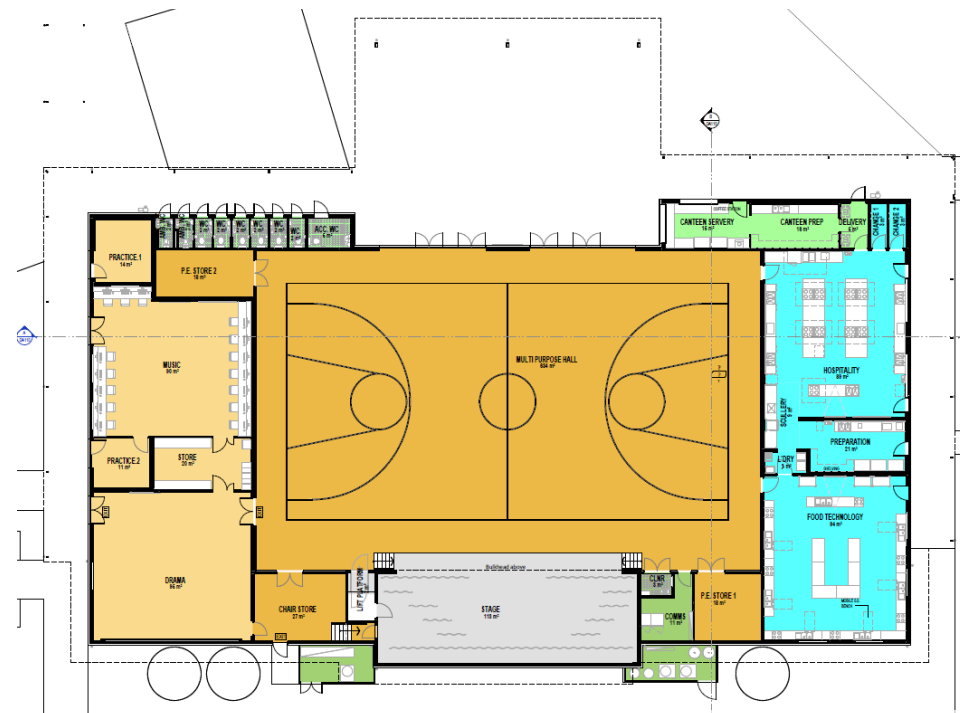
*Block B - Ground floor plan*



### 3.3 Design Response

#### Community Hub (Multi-Purpose Hall, Performance, Food Tech, Canteen, COLA)

The School has identified Performance and Drama as one of its core strengths. Currently the Mudgee Township does not cater well to these facilities. As such, the school proposes that the Community Hub be designed to allow for the potential use of these facilities by the Community at some future stage. This hub fronts both the school assembly space and the car parking behind, so that it can be independently accessed from the school, if required. The Canteen and Food Tech facilities are housed adjacent, to allow for school catering at performances/ events. The Covered Outdoor Learning Area (COLA) fronts the assembly space with direct links to the Canteen and Hall facilities.



Block C - Ground floor plan

#### Research/ Technical/ Creative Hub

The specialist spaces are housed adjacent to the community and Inquiry hubs. They are also located adjacent to share the food services in Block C to share loading and waste facilities.

The provision of science, technology, design and art in this building provides a unique opportunity for these key learning areas to be integrated to maximise learning for each of these disciplines.

The rooms are planned consistent with student and supervision requirements, equipment requirements and material/ waste flow, with maximum transparency being the guiding principle.



Looking West towards Block B



Block D - Ground floor plan



### 3.3 Design Response

#### Learning Hub (Inquiry Hubs & Resource Centre)

The Learning Hub consists of a 2 storey building with lift access, made up of 3 wings.

The design is based upon the collaborative Learning/ Teaching model as a 4-stream Secondary School., with spaces designed to be flexible & adaptable.

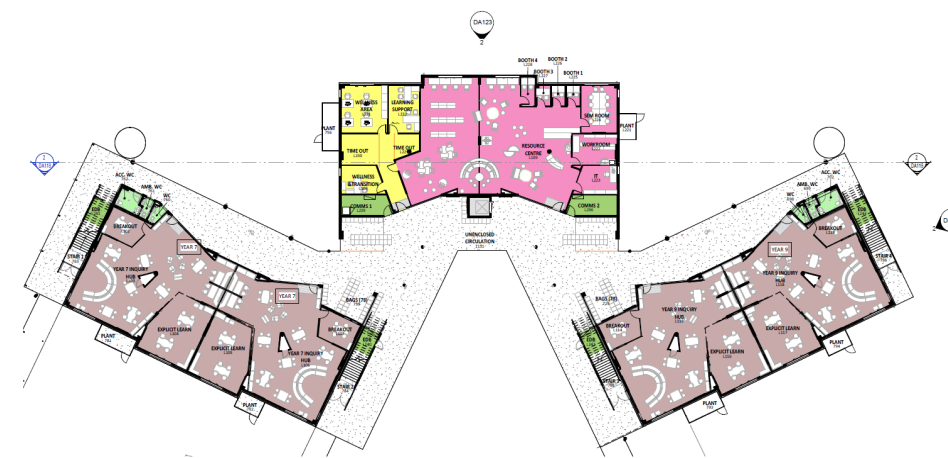
The Resource Centre is central to the Learning Hub, with the allowance for future transition into a further 2x Inquiry Hubs, as enrolments grow.

The spaces formed relate to student groups, flexibility, transparency, acoustics and travel paths. The year groups are clustered together into identifiable areas which form part of a whole and promote cross associations between the different year groups.

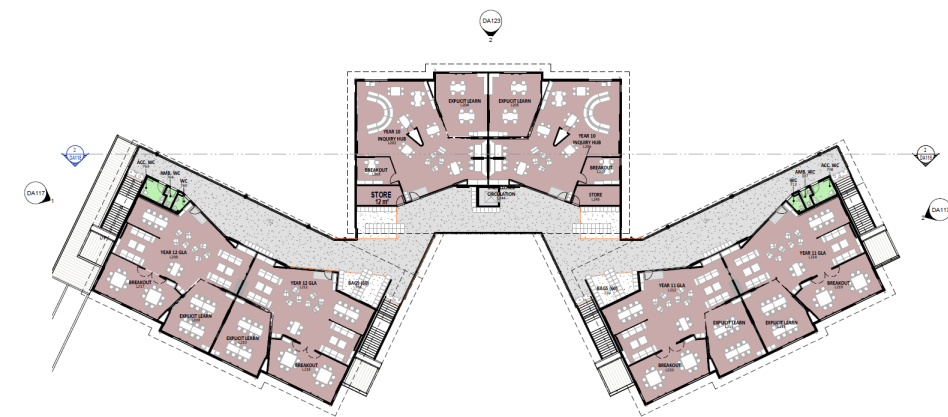
Each Inquiry Hub is designed for 2 streams (<60 students) with 2 Inquiry Hubs forming a year group (<120 students).

The Inquiry Hubs (of <60 student) are designed with “15 points of focus” to enable collaboration of students with suggested groupings in multiples of 4 students working together in a flexible learning environment.

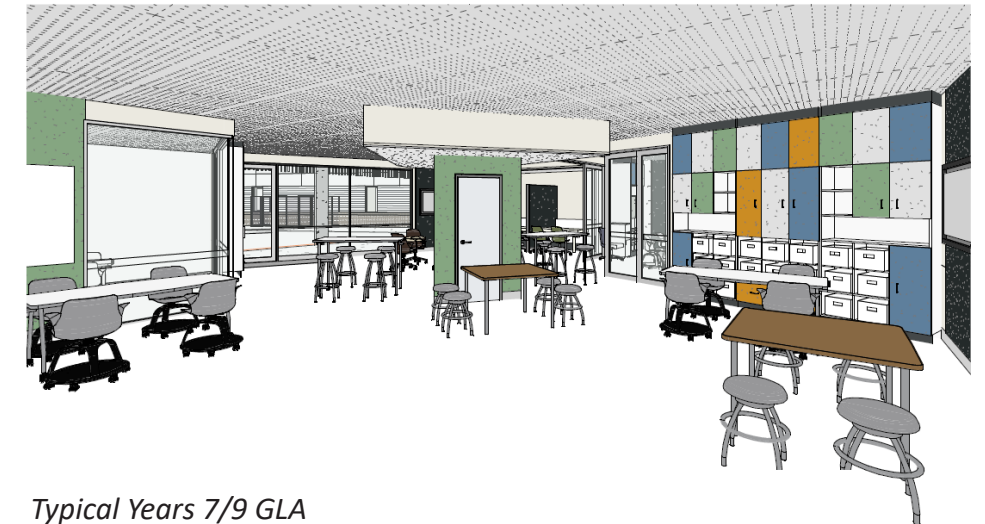
The internal planning within each of the inquiry hubs enables direct teaching as well as separate collaboration, presentation, breakout and quiet study zones.



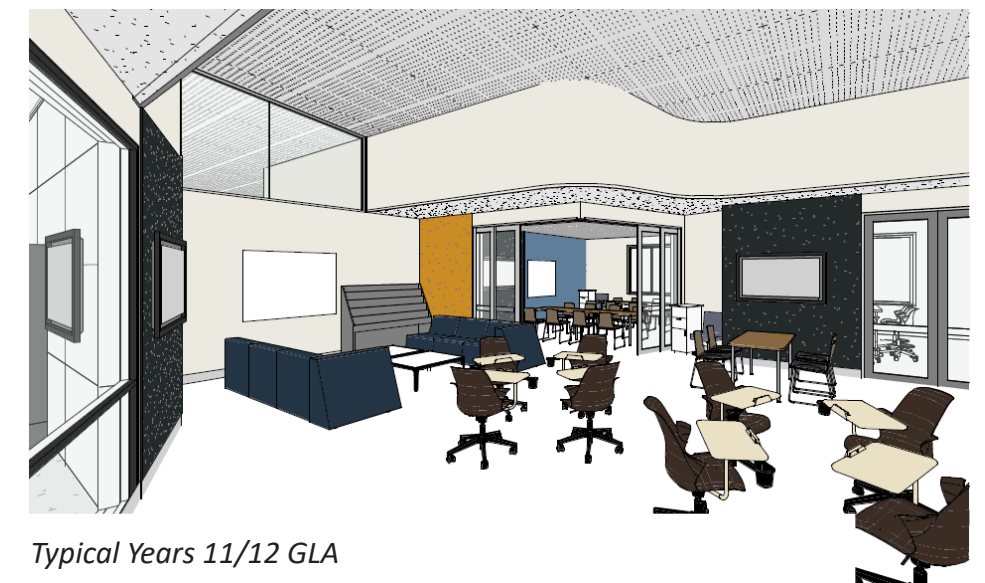
Block E - Level 1 Floor plan



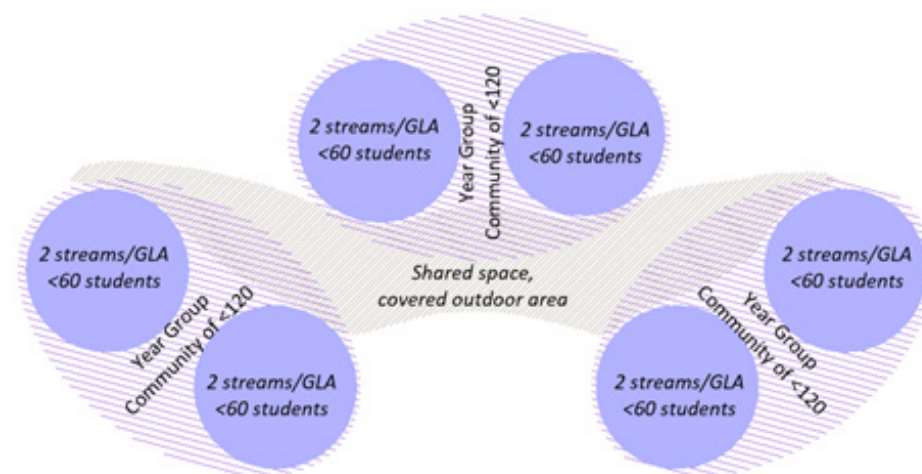
Block E - Level 2 Floor plan



Typical Years 7/9 GLA



Typical Years 11/12 GLA



Conceptual planning - Year group clusters



Image from Broadhead Roa, looking SE across riparian



4.0

# Response to Design Quality Principles of the Education SEPP



## 4.0 Response to Design Quality Principles of the Education SEPP

In accordance with the SEPP (Educational Establishments & Child Care Facilities 2017 NSW), Schedule 4 – Design Quality Principles, the following is our response:

### Principle 1 – Context, Built Form and Landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.

The school masterplan is founded upon the relationship of spaces, their grouping and their relationship with the landscaped spaces and sightlines beyond. The building mass is carefully considered to sit comfortably within the landscaping, to provide a good balance with open spaces and a compact form for travel distances and building mass.

Site analysis studies which address site relationship with the district, approaches to the site and traffic paths, immediate context of neighbouring land use, land forms, trees, watercourses, noise sources, and weather conditions over the seasons have been carried out.

Aboriginal Impact studies and Environmental assessments have been carried out in consultation with the local Aboriginal Land Council and relics identified. The built works have been sited to respect and minimise impact upon any significant environmental or cultural features.

In 1992 a fire destroyed the entire pre-1965 section of the school. It is proposed that the Professional Hub (Block A) which fronts the school, has a brick façade and statue as a reference and memory to the original St Matthews Catholic School at Mudgee.





Principle 2 – Sustainable, Efficient and Durable

Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling. Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.

School buildings have been designed to address the operation of the school giving consideration to durability, maintenance and longevity of materials, efficiency of movement throughout the school and the performance of the spaces with regard to environmental controls and operation. Robust and hard-wearing materials have been selected. Compacted efficient built form has been designed in relation to the movement of students, staff, visitors, community members and material handling. The project has been through a cost analysis process, which has fine-tuned material efficiencies.

Face brick forms a hard-wearing, maintenance-free base at ground level with coloured panel cladding above. Materials and construction techniques are largely selected for their efficiency, longevity, environmental performance and aesthetics. The scale of the buildings is appropriately suited to the setting and is designed to marry into the landscaping.

The buildings have been designed to respond to the local climate and the use of passive design principles with large protective eaves. Modelling has been done to review the potential of geo-thermal mechanical systems and photovoltaic electrical systems to value their incorporation. Expressed rainwater tanks collect roof water for toilets and irrigation.





## Principle 3 – Accessible and Inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.

Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

The site is situated in an area of growth in South Mudgee. The school is well established and has a significant presence in the Mudgee Community. As the proposed design uses symbols to help identify the school (a statue and Christian cross visible from the front entry), it is intended that external signage would be minimal.

The site is relatively flat allowing ease of access throughout, with lift access to the 2-storey GLAs. Paths of travel are clearly defined within the landscape and the “front door” for visitors easily identified from the approach. The school is centred around the Chapel and COLA assembly area (which is on the sightline to Mt Frome), allowing clear orientation within the school and to the district beyond.

The Professional Hub which fronts Broadhead and Bruce Roads will incorporate the school’s name and crest on a brick façade to reference the original frontage of St Matthews school. A statue centred in front of the façade will also reference the school’s history and its religion. This forms the “front door” of the school.

At the car park entry (off Bruce Road) a signage board promoting the school, outlining the hours of operation and welcoming visitors, is also proposed. No internal wayfinding is proposed, rather clear sightlines and identifiable buildings forms, with compact, distinct paths of travel mean wayfinding is simple.

A Traffic Engineer has been engaged, traffic studies carried out and consultation done with the Mid Western Regional Council and local bus company. The outcomes from this engagement have informed the proposal. School fencing, bus drop-off and car parking arrangements have been designed to cater for easy and safe access during peak periods as well as before-and-after-hours.

The design makes provision for Community use of the Hall after-hours and for use of Music Practice Room. These areas are clearly visible from the car park, with direct pathways. The masterplan also includes the opportunity for outside providers such as Early Learning Centre providers to co-exist on the site and maintain future growth opportunities.

## Principle 4 – Health and Safety

Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.

School buildings are sited within a generous landscaped area with high degrees of transparency within and through the landscape. The buildings are designed to the pedestrian scale, using face brickwork in areas of close contact and colours to provide highlights.

Clear sightlines allows for maximum surveillance and minimises opportunities for bullying.

Covered links between buildings provide shade and weather protection for staff and students.

Each toilet is unisex and independent with its own pan and basin. They are grouped with ambulant and accessible toilets and allow the flexibility of the school identifying the gender/ age group. They are located in readily accessible spaces, with consideration to deter loitering.

### Crime prevention through environmental design (CPTED)

Crime Prevention Through Environmental Design as outlined in the NSW Police guidelines is governed by four principles as follows:

### Territorial Re-enforcement

The new school will be identifiable as a school with a distinct religious identity. As the site is remote from neighbours, Neighbourhood Watch is limited. Perimeter fencing shall secure the site, with lockable gates to control access. The school community has pride in the site and the presentation of the building. A generous setback at the corner of Bruce and Broadhead Roads will be appropriately landscaped to visually reinforce this pride in site. Availability for after-hours use of facilities by others members of the community will be available to bolster the inclusiveness of the new school in the community.

### Surveillance

As a school building, a key consideration is the supervision of students and passive surveillance to ensure safety and security of users. The building spaces have been designed with high transparency to allow students and staff to look into and through spaces. Visual obstructions are minimised and paths of travel made obvious and clear. Vegetation is designed to be either prostrate or higher to minimise concealment. After hours surveillance will be enhanced by the installation of a CCTV monitoring system. However, as also noted in the BOCSAR webpage and its Crime Mapping Tool, the 2018 statistics reveal that the Mudgee postcode (2850) is not considered to be a high or very high risk area under any measure of crime. Broadly it is a low risk area.



*Direct and distinct paths of travel*



## Access Control

Perimeter fencing and lockable gates will control the access points to the site. Buildings which provide after-hours access are located near and are visible from the car park. The site fencing and building design allows the for separation of users and maintains contained/controlled access points access. Visitors to the site during school hours will only have access to the main entrance in the Administration Building – Professional Hub A. Other access to the school facilities during school hours will then be supervised. Main doorways to each of the Hubs will have access control cards so that the identity of all users can be monitored as required.

Lockable internal doors will be master keyed with a hierarchical keying system giving access only to rooms that the person authorised with a key will have access.

## Space/Activity Management

During school hours, staff patrol and passive surveillance adequately supervise the site access points and student access areas. CCTV provides localised vision after-hours to key site access areas and any potential surveillance weak spots.

## Principle 5 – Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.

Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.

Schools should 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 spaces relate directly to outdoor spaces, with the buildings clustered to form distinctly formed outdoor spaces. The different outdoor spaces are designed to cater for different activities with spaces identified for free play, assembly, contemplative and sacred, with formal and informal avenues and loose spaces. This allows the users a variety of spaces which they can use and find comfort in, and yet also maintain high degrees of surveillance throughout. The generous site provides an abundance of space, with the masterplan designed for future site flexibility whilst maintaining the integrity of the school facilities.

By clustering noise-sensitive school spaces away from roadways and

from neighbours, the school’s masterplan accounts for privacy and avoidance of noise sources. The buildings are orientated to solar access, overshadowing and wind direction.

Large shaded glazed areas provide abundant daylight allowing passive surveillance of external spaces, whilst minimising glare to Learning spaces.

## Principle 6 – Whole of Life, Flexible and Adaptive

School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.

From its inception, the school’s masterplan has looked at staging, flexibility and consideration for growth and change of use. By condensing the footprint, existing work disturbance is minimised and opportunities for future works is maximised. The condensed form also means that anwwy future works would have a limited effect upon the smooth operation of the school.

Discussions have been held with Mid-Western Regional Council and consideration has been given to the proposed growth of the district. Extensive infrastructure upgrades of the roads & drainage are proposed with the development to the benefit of the community and future growth.

The buildings are primarily of light weight steel frame with predominant use of light weight cladding for maximum material and structural efficiency. This should minimise impediments to future growth.

The material selections are generally factory-finished, so that the finishes are as hard-wearing and easy to clean as possible.

## Principle 7 – Aesthetics

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.

The built form should 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 design language of the hubs is founded upon the concept of “shelter”, with building forms borrowing on the typology of country homesteads. Large roof forms and overhangs shelter the occupants from the harsh sun. In association with roof eaves, other sun screening elements help in providing window protection, filigree shade and detail.

Careful consideration has been given to the mass, balance and proportion of the built composition. The buildings have been formed and positioned to be appropriate in scale and function, creating landscaped rooms of different character.

The aesthetics are modern in character, with large roof overhangs and window protection appropriate to the driving summer sun and winter rain.

Landscape is central to the design with the formed spaces, vegetation, fencing and sculptural elements integrated into the whole. These landscaped spaces are proposed to become part of the teaching environment.



5.0

GA NSW- Design guide for schools 2018



It is submitted that the proposed design satisfies the aim of the Design Guide which is:

- to promote and champion good design processes and outcomes for schools across NSW
- to deliver schools that respond positively to their physical, social and environmental context
- to support the delivery of excellent learning environments in the following manner:

Clause 2.1 - 2.3: Design Quality Principles

This largely relates to the SEPP Design Quality Principles outlined above.

Please refer to responses outlined above which address these principles and considerations.

Clause 2.4 Key Activities for Good Design Outcomes

St Matthews Catholic School is an active participant in the Mudgee community. In July 2018 the local newspaper (Mudgee Guardian) issued an article outlining the proposed works and location.

The school has been in regular contact with parents and staff regarding the project progress. The school has also engaged a Communications Consultant who has hosted a community forum and aids with community engagement. Selected school staff members have visited similar existing schools which are based upon the proposed collaborative learning model. The Principal, in collaboration with the Design Team, has engaged with learning professionals to assist with forming the appropriate teaching environment.

The Hall is designed to provide a good performance space to both the School and possibly the Community upon completion.

Research and Technical facilities are designed with the school's existing relationships with University PHD programmes and in collaboration with Teachers.

A professional Design Team with considerable experience in the educational field has been created to help steer the project forward and to maximise returns. An extensive cost analysis process has been completed to achieve the budget requirements with an understanding for the considerable unknowns with the greenfields site.

Clause 3.2 About Better Placed - Assessment against Objectives for good design outcomes.

This section defines the key considerations in the design of the built environment which must be healthy, responsive, integrated, equitable and resilient. The design for this project satisfies these considerations in compliance with the seven objectives of Better Placed Good Design in the GA-NSW DESIGN GUIDE FOR SCHOOLS 2018 as noted below:

### **Objective 1: Better fit contextual, local and of its place.**

Site planning has considered the axial relationships of this property to Mount Frome and the existing school in Mudgee. The design language of the building hubs is founded upon the concept of “nest” - the aboriginal derivative for Mudgee, a “nest in the hills” - with building forms borrowing on the typology of country homesteads.

### **Objective 2: Better performance, sustainable, adaptable and durable.**

The building design reflects best principles for passive design – correct orientation, good cross ventilation, ample natural daylight, etc. In addition, latest sustainable initiatives incorporating stormwater harvesting and solar electrical generation are proposed. Building materials will be durable requiring low maintenance. The building design will be easily adaptable to modification to be able to adjust to future changing educational needs, with masterplanning considering future needs.

### **Objective 3: Better for community, inclusive, connected and diverse.**

**The facilities at the school are designed for use by both the school and wider community.** The inclusiveness will enable community use of a diverse range of performing arts, visual arts, specialist technology facilities and assembly hall.

### **Objective 4: Better for people, safe, comfortable and liveable**

The safety of school students has been of paramount consideration in the design process. There is separation of students and visitors during school hours. All buildings are easily able to be locked down if required. The nature of the outdoor spaces will allow high degree of easy supervision during recess. Out of hours use of school facilities by community groups will not compromise safety or security in unused sections of the school during those times.

### **Objective 5: Better working, functional, efficient and fit for purpose**

The building design has emanated from a series of 7 workshops with the client representatives including teachers, three meetings with the Mid-Western Regional Council and a meeting with the local Aboriginal Land Council. A Communication Consultant has been engaged with a community forum and information sessions held. The design satisfies all the objectives which were examined for the provision of new school facilities that synthesised all the requirements of Site/ Brief / Budget relating to this project.

### **Objective 6: Better value creating and adding value**

The new school will not only provide a valuable addition to the educational, community and social infrastructure in Mudgee but is welcomed by the Local Authority for the relief of the impact of the existing school on the existing CBD of Mudgee. The proposed development in a growth area in South Mudgee greenfields site includes significant infrastructure upgrades to roads and drainage to the benefit of local users.

### **Objective 7: Better look and feel, engaging, inviting and attractive.**

It is submitted that the siting, spacing, and arrangement is appropriate for this large site. The school is a strong place-based design that reinforces the project's physical and contextual philosophy of a 'nest' within the 'nest of the surrounding hills' – Mudgee in the local aboriginal language. Careful consideration has been given to the mass, balance and proportion of the built composition. The visual reference of the building forms for the individual buildings appropriately borrow on the typology of country homesteads.



## 5.2 Meetings with GA NSW

Three consultations with GA-NSW have taken place in the preparation of the SSDA and the architectural plans for the site – as set out below.

The first was a meeting with key officers of GA-NSW, undertaken in December 2018 to set out the project’s context, objectives, and design philosophy. The meeting also considered the GA-NSW required processes. It was agreed that the formal State Design Review Panel process was able to be waived with an alternate informal review to occur instead.

A second meeting / briefing comprising the agreed informal State Design Review process was held on 20 March 2019 with GA-NSW. At that meeting GA-NSW was briefed on the site, its context, the development proposal and its design evolution. Key comments made by GA-NSW included:

- The exploration of options based on the site’s context and the development objectives works well. The master plan siting is based on appropriately sound principles. The development sits as a family of buildings in an identifiable cluster with usable spaces between.

- The siting, spacing, and arrangement is generally appropriate for what is a very large site. The scale works well and the orientation, axes, and geometry set an appropriate grid for the development.

- GA-NSW’s key consideration as part of the State Design Review process is to consider public impacts and whether a development is supportable and what recommendations should be made to enhance its qualities and limit potential impacts. From this perspective, GA-NSW concluded that the development will have a low impact and that a low number of objections would be likely given its social infrastructure nature and its urban fringe location.

Matters agreed for further consideration and enhancement of the design included:	
GA NSW Matters for further consideration	Design Response
<i>The design could be enhanced by providing a landscape / indigenous / Aboriginal cultural heritage response to part of the site to recognise and reinterpret the site’s location and past uses.</i>	<p>Noted and completed – meeting held on 16 July 2019 with Mudgee Local Aboriginal Land Council representatives and project team including Taylor Brammer landscape architects, to seek concepts for design input. The results of that meeting incorporated into the design include: A yarning circle and commitment to utilise Country colours and art style reflective of the region.</p> <p>The project’s understanding of each is:</p> <ul style="list-style-type: none"> <li>• Yarning Circle <ul style="list-style-type: none"> <li>- It is a place in which stories can be shared, and learning can be undertaken as such consideration of the location of this is important to minimise distractions.</li> <li>- Use of sandstone from the local Country or obtain cultural blessing at the location of the sandstone prior to being brought into Country.</li> <li>- Message stick for use within the Yarning Circle could be created by the community and gifted to the school as a way to intertwine the communities</li> </ul> </li> <li>• Country Colours and Art Style <ul style="list-style-type: none"> <li>- Red-Brown spectrum represents living; White represents ceremonies / ceremonial; Ochre varies in shades for male and female</li> <li>- Art style of the area – hands, symbols, x-ray/lines.</li> </ul> </li> </ul>
<i>In providing a strong place-based design that further reinforces the project’s physical and contextual philosophy of a ‘nest within a nest’, this could also provide a further cultural reference point.</i>	<i>The original design tenets have been retained and condensed.</i>
<i>The design provides for ‘rooms’ of landscaping and spaces attached to buildings. These provide positive flexible and adaptable learning and play spaces. This is supported however, these could be further enhanced with additional landscaping, potentially unique to each cluster of spaces.</i>	<i>The outdoor rooms arranged between the buildings and school heart are a series of outdoor rooms and play spaces. Planting themes are created to provide a sense of identity for each of the spaces.</i>
<i>The design could be marginally refined to provide for a more unified internalised outdoor central space around which buildings and other secondary spaces are clustered. This may mean a slight readjustment of the master plan/ concept.</i>	<i>The clustering of the hubs has been simplified and condensed, with strong circulation routes reinforcing the original design intent. The landscape team supports the concept with distinctive plantings providing a sense of identity and wayfinding.</i>
<i>The COLA roof-form is dominant and has a significant scale and clearance compared to other roofs. Subject to the intended use of space under the COLA, a refined roof design to meet the amenity and functional objectives should be considered.</i>	<i>The COLA has been amended to provide an appropriate human scale and weather protection. The roof of the COLA has been lowered and is now part of the main roof, reducing its visual impact. The COLA roof also now addresses weather protection to the amenities and canteen spaces.</i>



## 5.2 Meetings with GA NSW

Matters agreed for further consideration and enhancement of the design included:	
GA NSW Matters for further consideration	Design Response
<i>Siting of buildings is logical and responsive to topography, access, neighbours and key views from and into the site</i>	<i>The design tenets have been retained whilst responding to client, traffic and budgetary factors.</i>
<i>Creation of a forum type space within a village or cluster arrangement of buildings is supported</i>	<i>The central forum/heart has been maintained and reinforced with marriage of hard and soft landscaping.</i>
<i>COLA space to north of hall/gym may need resolution and warrants a careful analysis of height and exposure to weather</i>	<i>The COLA roof &amp; hall design has been refined. The spaces still address the Mt Frome axis, and the amended COLA provides an appropriate human scale and weather protection.</i>
<i>Explore arrangements to double storey learning clusters until optimum orientation, bulk and circulation performance is achieved – presentation scheme appeared overly busy in plan.</i>	<i>Circulation routes are simplified from the heart of the school into the centre of the Learning Hub. The Inquiry Learning Hubs (Block E) form the northern edge of the central assembly space of the school. The circulation routes to the individual year group learning spaces are on the northern sides of Block E, which best suit the prevailing weather conditions. Students will generally approach the Learning Hubs from the central VEE shaped space in the middle of Block E and then travel left or right to their respective year groups. The rationalisation has resulted in a clear, unambiguous simple circulation pattern.</i>
<i>The team is strongly encouraged to consult with local indigenous groups regarding incorporation of indigenous stories into the landscape design and an integrated art strategy for the project.</i>	<i>Please refer to Response submitted to initial comment above: The design could be enhanced by providing a landscape / indigenous / Aboriginal cultural heritage response to part of the site to recognise and reinterpret the site's location and past uses.</i>
<i>We encourage the team to return for an internal GANSW review during the EIS Response to Submissions stage.</i>	<i>Noted – this will be arranged at the relevant time.</i>
<i>Documents to reference: Better Placed, Greener Places, GANSW Design Guide for Schools.</i>	<i>Noted – the design-related disciplines have addressed these documents as part of their work. This also includes Schedule 4 - Schools Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. See attached Architectural Report.</i>



# 6.0

## Other Considerations



## 6.1 Other Considerations

### Landscape

Sawpit Gully runs diagonally across the site.  
This is identified as a riparian zone with no works proposed in this area.  
An Arborist Report has assessed the relative health and value of the trees on site. These assessments have been incorporated into the proposal.  
A Yarning Circle is incorporated into the design as part of the feedback from the Local Aboriginal Land Council.  
Refer to the Landscape Architects documents for details.

### Civil Works

Significant road, culvert and drainage works are proposed, with feedback from Mid-Western Regional Council.  
The works include a levee bank, bio-basin and rainwater tanks as part of the stormwater management system.  
Refer to the Civil Engineers documents for details.

### Services

As a greenfield site, there are new connections to water, sewer, communications and power, including a new substation and hydrant booster pumps.  
Refer to the Building Services Engineers documents for details.

### Operations

The senior school shall relocate to the new campus upon construction completion.  
The junior school shall stay at the existing Lewis St campus, providing space for enrolment growth.  
Refer to the school Operations Management Plan for the proposed management regime.  
  
A separate access road and hard stand is provided for deliveries, waste removal and emergency vehicle access.  
  
Construction waste management is covered in the Waste Management.

It is submitted that the proposed design for St Matthews Catholic School has been carried out with due balance and consideration to the school users, community, site, heritage and environmental impacts.

Yours faithfully,  
Alleanza Architecture Pty Ltd



Charles Glanville  
Architect



