

# BUILDING SERVICES STRATEGIES

## Fire

The fire servcies design will provide a new fire hydrant system with new town's main connection and diesel pump to meet the minimum pressure requirements of the system. Full fire hydrant coverage will be achieved using a combination of external and internal fire hydrant locations; coverage is to be reviewed and modified as the architectural documentation progresses. Provide Fire Hose Reels to areas in accordance with the Building Code of Australia and the Engineering Facilities Standards and Guidelines (EFSG). Provide fire extinguishers and fire blankets to Deemed to Satisfy (DTS) provisions and Educational Facilities Standards & Guidelines. Fire sprinkler protection is not part of the DTS requirement and no allowances have been made for the introduction of sprinklers. The fire services design shall make allowances for and incorporate into the design any requirements for the staged construction of the development.

## Hydraulic

The hydraulic services design shall make allowances for and incorporate into the design any requirements for the staged construction of the development.

Sanitary Drainage Services: It is proposed that the sanitary drainage services infrastructure extends from the existing 300mm diameter Sydney Water sewer main that traverses the site from west to east. With the consolidation of land lots 100 and 592, the existing 225mm Sydney Water sewer main (reticulating north to south through the site) can potentially be disused and demolished as it will no longer be required. The applications required by Sydney Water for the works associated with the Sydney Water sewer main(s) i.e. Section 73 and building plan approvals are to be handled by an accredited Water Services Coordinator (WSC), which in this case is WS+P. All fixtures and fittings requiring sanitary drainage services will reticulate to the local Sydney Water sewer main as required. Where gravity drainage cannot be achieved back into the local authority main, WS+P will look to utilize a pumped system to carry waste to the utility main as required. A preliminary assessment of the survey and sewer peg-out information against the proposed finished floor levels shows that gravity drainage from all fixtures can be achieved. However, this is to be confirmed through coordination with the landscape architect and their proposed external levelling plans.

Stormwater Drainage Services (Internal to the

building): It is proposed that sloped metal deck areas including the library roof, eastern COLA roof, preschool roof, canopies and the Stage 2 building roof are drained using a combination of eaves gutters and downpipes. WS+P has also provided information on the minimum gutter area and number of downpipes required to comply with the DTS provisions. The hipped sawtooth roof will require a performance solution as the area of roof draining to the valley section of the hip exceeds the prescribed limit of the Australian Standards. Rain water will be directed towards external sumps and downpipes have been located on the eastern and western faces of the building (Stage 1). Any trafficable concrete roof areas will be drained using rain water outlets and trench drains as required. Suitably sized overflows will be provided to all drainage systems and higher contributing catchments have been accounted for in the drainage systems of roof areas and lower elevations. Where feasible, rainwater will be collected within the rainwater tank for irrigation re-use purposes.

Cold Water Services: It is proposed that cold water services infrastructure services extend from the 150mm diameter Sydney Water water main located in Golden Grove Street to the hydraulic services equipment (authority meter, backflow assembly, pump set and backwash filters) before reticulating to fixtures as required. WS+P has proposed internal reticulation of cold water services to minimise the costs normally associated with in-ground works.

Heated Water Services: It is proposed that the heated water services required by wet areas reticulate from local electric instantaneous burners to fixtures and outlets as needed. These units will be a combination of under sink ZIP units and larger wall-hung units depending on the temperatures required at the fixture outlets. It is required that warm water is delivered to basins/showers using thermostatic mixing valves and dead legs are kept to a minimum.

Natural Gas Services: It is proposed that natural gas is eliminated from use within the school. Currently, the mechanical services, kitchen and canteen facilities do not require natural gas and hence WS+P has opted for electric methods for heating hot water..

## Electrical

The site will be fed from a new 400V low voltage power supply of 400A from the Ausgrid substation on Darlington Lane. The power supply will be fed to a pillar on the north western corner of the site. An

application has been sent and an offer received from Ausgrid for the connection. The power supply works will be carried out by a Level 1 ASP contractor within the Early Works phase of the construction program. During the Early Works and Stage 1, the existing power supply to the school will be retained until Stage 2 construction commences.

The incoming power supply will feed a new main switchboard constructed in Stage 1 of the construction program. This main switchboard will feed the other distribution boards throughout the site installed in Stage 1. The distribution boards in Stage 2 will be fed from the main switchboard, to be installed through the conduits provided in Stage 1.

The site communications shall be fed from the existing NBN and other fibre infrastructure installed along Golden Grove Street. A new main communications room shall be established within the Library and Admin building where a new lead-in cable will be supplied. The existing incoming communications will remain in place to service the existing school areas until Stage 2 construction commences, when the new communications connection will supply the whole school.

The site shall be provided with external lighting. The lighting shall comply with the EFSG requirements and AS4282:1997.

## Mechanical

Air conditioning shall only be provided to learning spaces, libraries and pre-school classrooms and follow DG-55 guidelines. The air conditioning system shall be VRF with ducted indoor units. The cooling temperature setpoint shall be 26oC ±1oC with a heating setpoint of 19oC ±1oC. Outdoor air shall be ducted via façade mounted louvres with an outdoor air rate of 12l/sec based upon 30 students per classroom and 50 students per library. Each space with an air conditioning system shall have a green / red traffic light indicator which notifies the occupants on the ideal time to turn on / off the air condition system, this is based upon ambient conditions. All VRF units shall have a HLI with a centralised BMS. All spaces within the school shall be naturally ventilated via openable windows. Spaces such as classrooms, libraries, staff areas and pre-school areas shall have ceiling mounted fans. Areas such as toilets, store rooms, kitchens, duplicating rooms and the likes shall have a dedicated exhaust system with flowrates in line with AS1668.2. All exhaust systems shall discharge at roof level via a roof mounted

fan and make-up air shall be provided from adjacent, non-exhausted areas via transfer ducts. All exhaust fans shall be interfaced with the BMS for control and monitoring purposes.

## Civil

The existing site is considered to be an impervious (mixture of concrete and bitumen) with limited landscape areas. The existing site does not currently have water quality or quantity controls and the internal drainage system appears to be discharging via kerb outlets to Abercrombie and Golden Grove Streets. The existing site is not subject to flood inundation during the 100 year Average Recurrence Interval (ARI) event, however a very small area near the main entrance is affected by the Probable Maximum Flood (PMF) event. Further analysis may need to be undertaken to ensure the proposed building footprint is not within the PMF extent.

A drainage system of pits and pipes will capture and convey runoff generated from the minor storm events up to and including the 20 year ARI event, while a system of overland flow paths will convey major storm events away from buildings to the public road kerb and gutter system, for storm events up to and including the 100 year ARI event. As part of the proposed development, it has been advised that lot consolidation will be finalised during stage 1, which forms part of the basis for the stormwater strategy. Re-development of sites are subject to improved water quality and quantity targets as set by council, including reductions in annual pollutants and restricting runoff flows to permissible site discharge (PSD) requirements. Lot consolidation will permit the utilization of a single rain water tank (RWT) and two on-site detention (OSD) tanks. All stormwater runoff will be directed to these devices, where rainwater can be utilised for irrigation and stormwater runoff will be reduced to PSD rates, prior to leaving site. Proprietary water quality treatment products are anticipated to meet water quality targets in accordance with council requirements.

## Structural

The proposed structural system is a concrete framed structure including piled footings supporting a suspended slab on ground, RC walls/Column, multi level post tensioned banded slab and a steel roof system. The structural design was selected based on cost effectiveness and compliance with EFSG and NCC requirements out of a few options explored

during the concept design. Due to the staging requirements of this site, temporary supports will be required to support the existing timber roof at the staging line. Piling will require varying socket depths (Max 5000mm) into Class III and Class IV shale depending on location/loading. A suspended slab on ground system is adopted to prevent excess removal and treatment of the contaminated fill, which can prove costly. The super structure system consists of braced reinforced concrete frame with 200mm thick ductile shear walls, 400 square RC (may vary) columns and a banded PT floor plate, allowing for large clear spans and minimised structural depths. The banded PT system is also used for the lower perimeter roof area to the north, to allow for planter beds and/or the possible future expansion. The upper roof consists of a sawtooth north-light roof truss, with mono-pitch steel gable roof.

## ESD

Our ESD energy strategy aims to build on the sustainability principles of 'be lean, be clean and be green'. We're aiming to reduce energy demand through passive design measures, provide HVAC services as efficiently as possible and maximise onsite generation through Solar PV. This three stage approach is coupled with control systems which further minimise energy use. The green/light blue light ventilation system indicates when air quality is sufficient to utilise natural ventilation methods, reducing the HVAC systems operational hours and minimising energy consumption. Ceiling fans throughout the teaching spaces reduce operational hours further by increasing levels of comfort, raising the cooling set point. We are investigating measures to reuse the existing substructure on site reducing materials consumption, and therefore embodied carbon emissions. Lower impact concrete such as GGBS is being researched with the aim of reducing the carbon content of concrete by 30-40%.

Beyond energy and carbon, a diverse landscape is being created; improving the site's biodiversity and connecting pupils with nature. The site will feature various green zones (food production, wild flower zones, water swales) throughout the playground. Rain water will be captured onsite and utilised to mitigate potable water consumption for irrigation. Measures are also in place to respond to climatic change events such as high intensity storms and deluges, preventing the site from flooding. Fittings with a high WELS rating are specified throughout the school to further reduce demand.

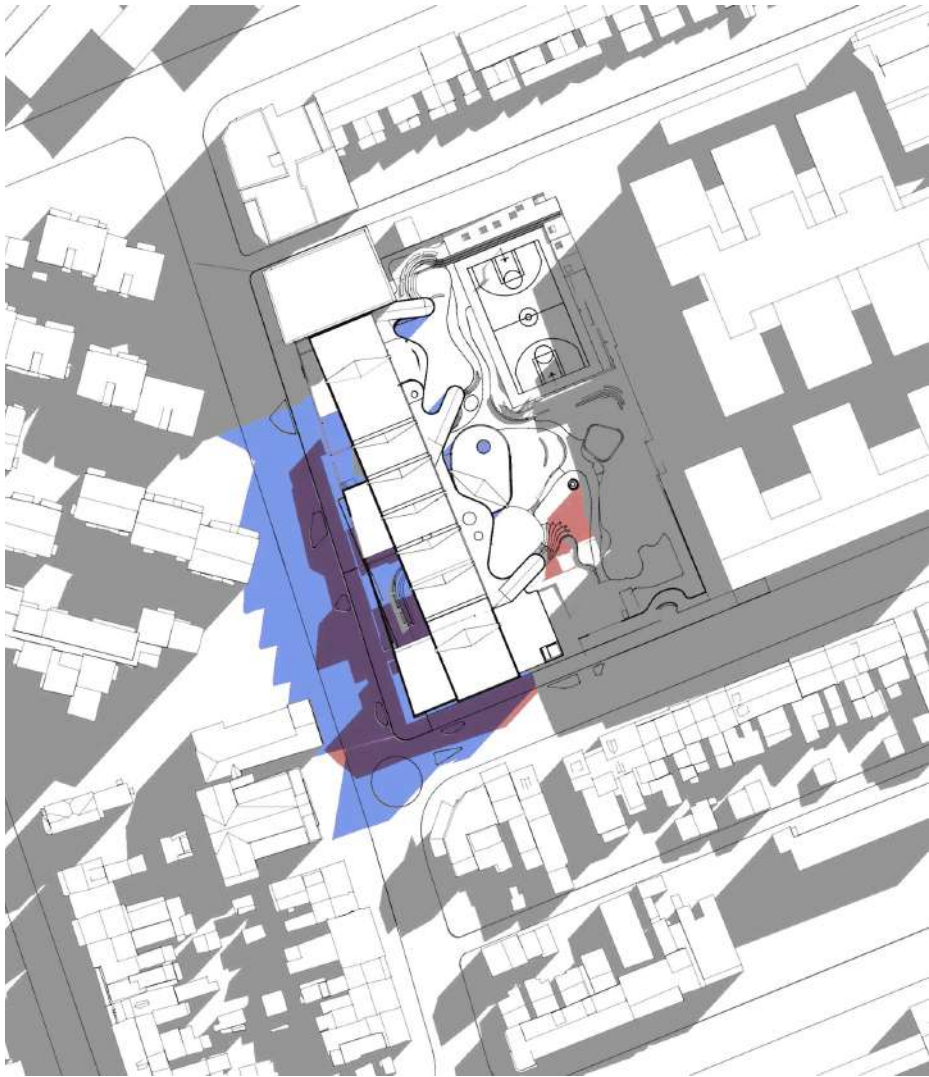


# OVERSHADOWING

Shadow studies have been completed for the winter solstice. The main impact of overshadowing is at 8am to the western side of the school and late in the day to the terraces on the southern side of Abercrombie Street. This is marginally more than the overshadowing currently caused by the existing school.

Refer to Architectural Drawings for all overshadowing diagrams.

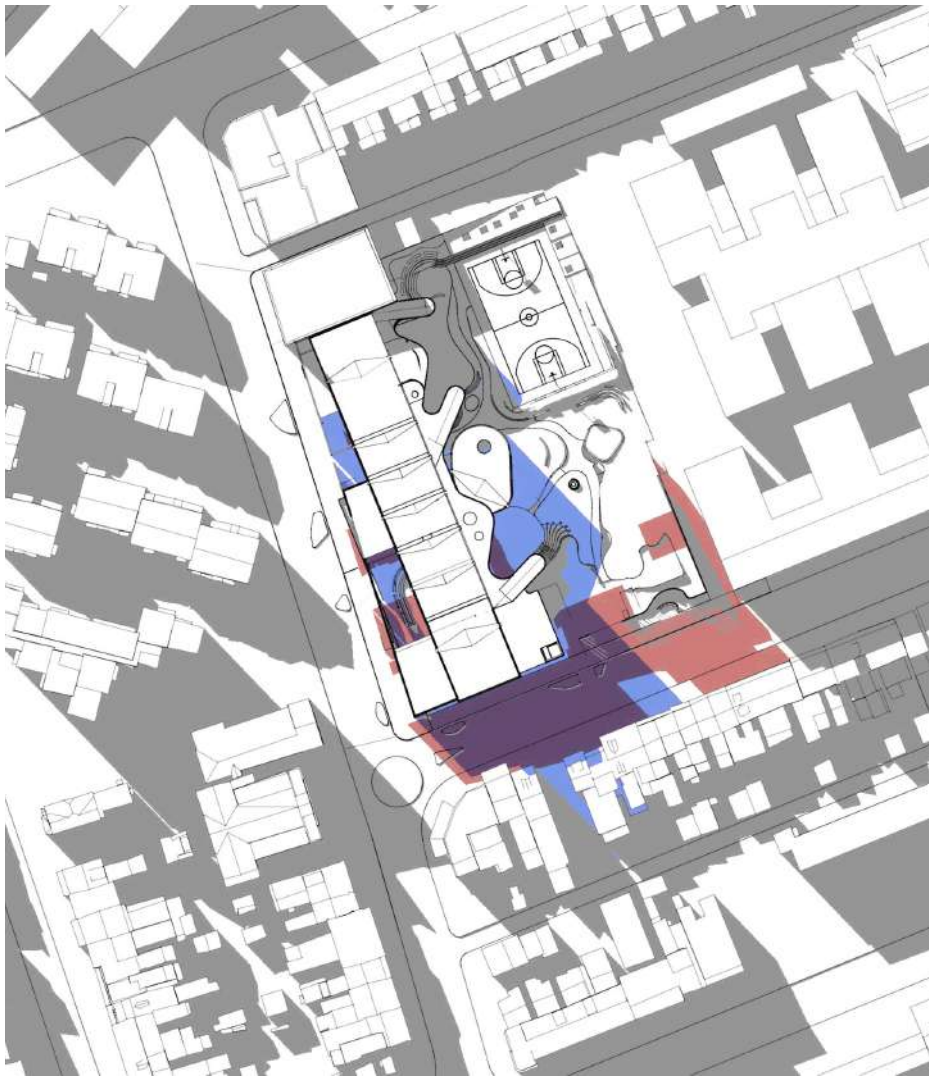
- Existing Shadows
- Proposed Shadows



June, 9am



June, 12pm



June, 3pm

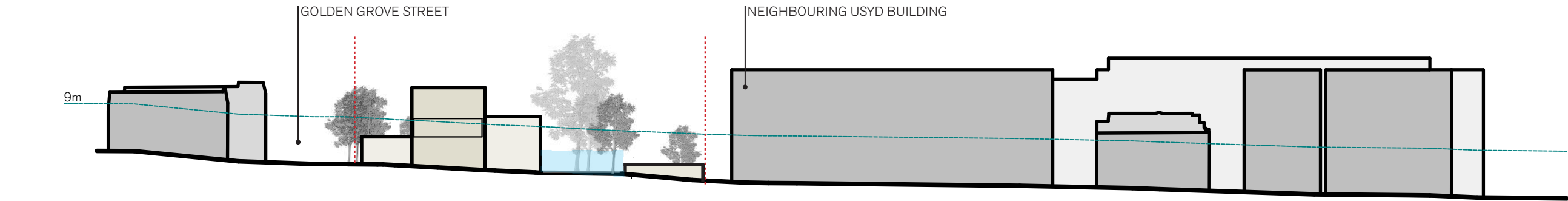
VISUAL PRIVACY & AMENITY

The school has been designed so that the buildings form a protective wall along the two main street frontages, avoiding the need for extensive fencing, and providing a certain amount of privacy to the school grounds from the main roads. Glimpses into the school grounds are provided where palisade fencing secures the entrances. Refer elevation diagrams below.

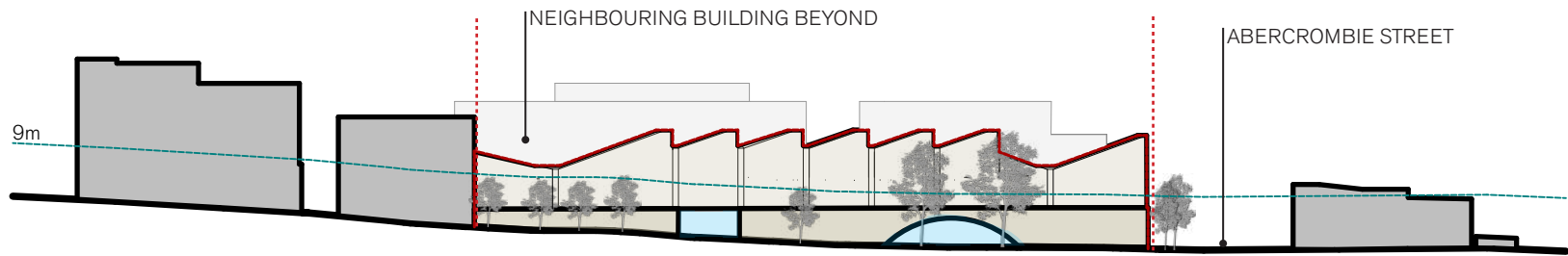
On the Golden Grove Street, Abercrombie Street and Darlington Lane frontages, the existing mature trees have been retained, providing visual amenity to residential properties opposite the school.

A visual privacy study has been undertaken and shows that most of the overlooking into the school from the University Accomodation to the east of the stie was directed to the north-west. The landscape design has responded to this with the addition of 2 new trees in order to provide some screening from the neighbouring building to the playground.

The visual privacy study overpage outlines some key sightlines into the site from surrounding vantage points.



Section on Abercrombie St

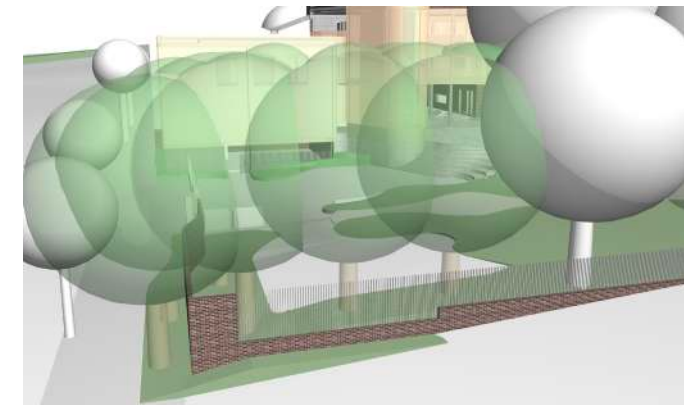


Section on Golden Grove St

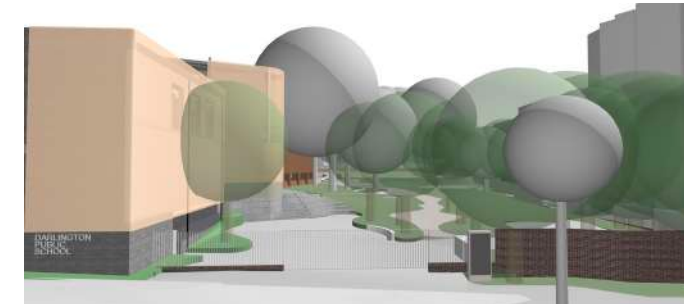
LEGEND

VISUAL LINK INTO SCHOOL FROM MAIN STREET





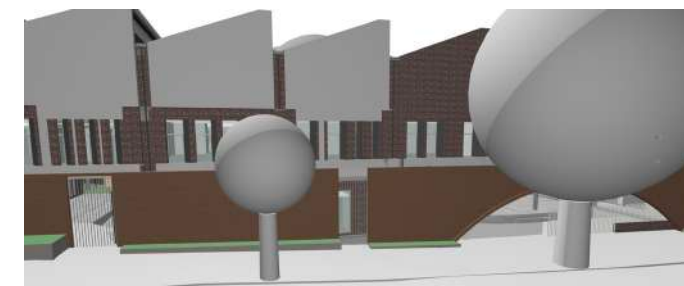
① View from Student Accommodation



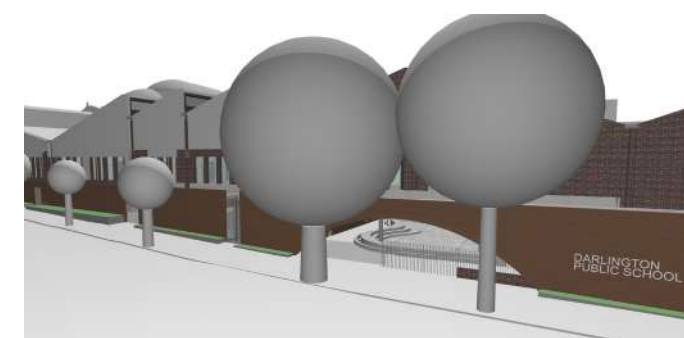
② View from Houses in Abercrombie Street



③ View from Abercrombie Street



④ View from Houses in Golden Grove Street



⑤ View from Dancework Sydney



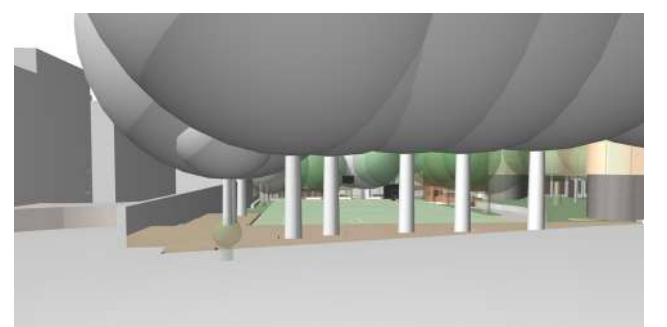
⑥ View from Golden Grove Street - School entry



⑦ View from Golden Grove Street - School fence



⑧ View from Golden Grove Street - School fence



⑨ View from residences in Darlington Line



Existing Photo along Golden Grove Street



Existing Photo along Darlington Line



Existing Photo of Abercrombie Student Accommodation in Abercrombie Street



# ENVIRONMENTAL AMENITY

## Environmental Design in Schools

The Environmental Design in Schools manual sets out strategies for good environmental design. The proposed design for Darlington Public School utilises many of these principles.

## Thermal Mass

The predominantly brick facade and concrete slabs provide thermal mass for the collection and retention of heat in winter and to help maintain an even internal temperature during summer. The walls and ceilings and any raised floor slabs will also be insulated to help regulate the internal room temperature and reduce the use of mechanical heating and cooling.

## Daylight and Solar Shading

The two 'bars' of learning neighbourhoods on Levels 1 and 2 have been designed to a 16m width which is the maximum depth to allow for adequate daylighting.

The classrooms on Level 1 will have windows on both the east and west facades. The glazing on the west facade has been designed as vertical slot windows with deep reveals, in order to provide shading from the afternoon sun. The glazed facade to the east is shielded by a full-height semi-transparent metal facade along the balcony edge.

On Level 2, the classrooms have the same design to the east facade as Level 1, however the sawtooth roof provides diffuse southern light in lieu of any western openings.

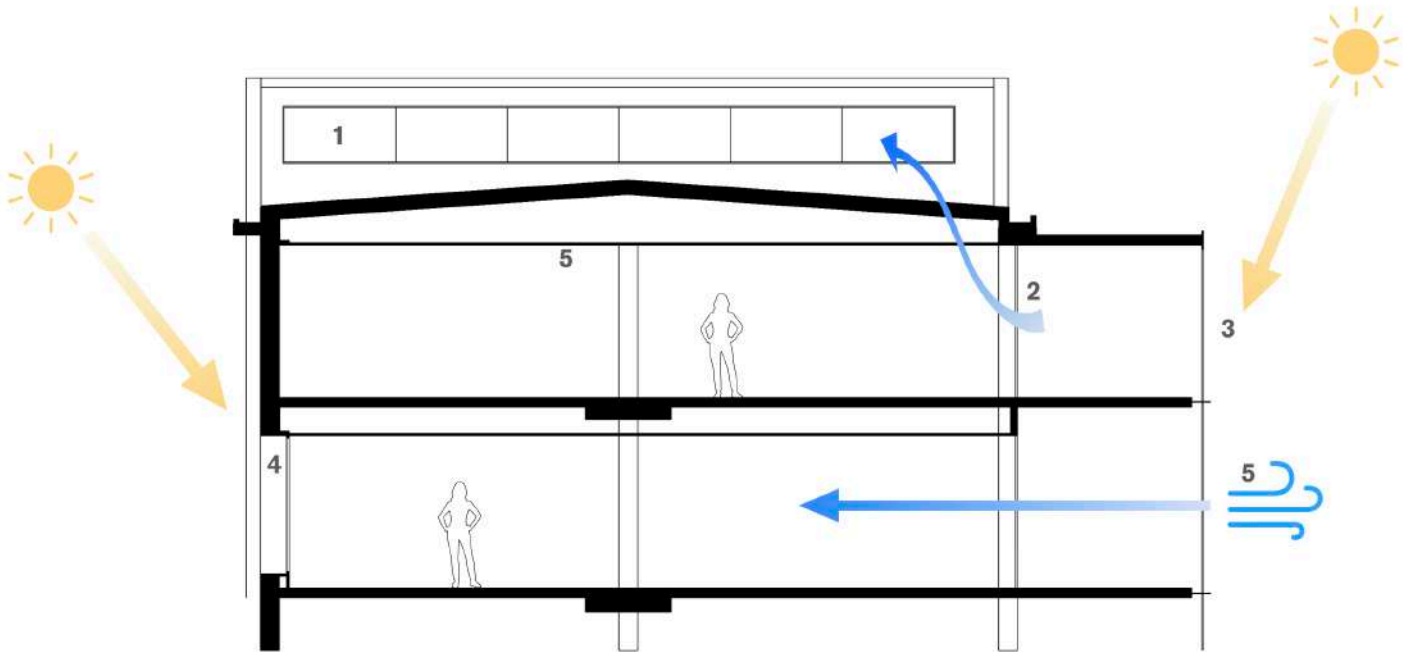
## Cross-ventilation and Stack Ventilation

Cross-ventilation on Level 1 is provided with the provision of east and west operable glazing. On Level 2 automated operable louvres in the sawtooth roof allow warm air to escape and, in combination with the operable glazing on the east facade, passive cooling is achieved.

Other environmental design elements also form an integral part of the proposed design, such as the selection of sound-absorbing materials to create comfortable learning spaces; considering the life-cycle of the building by specifying environmentally-friendly and recycled materials; the design of the roof to accomodate solar panels as an integrated solution; the inclusion of rain water tanks and the holistic approach to the landscape design which blurs the line between inside and outside learning environments.

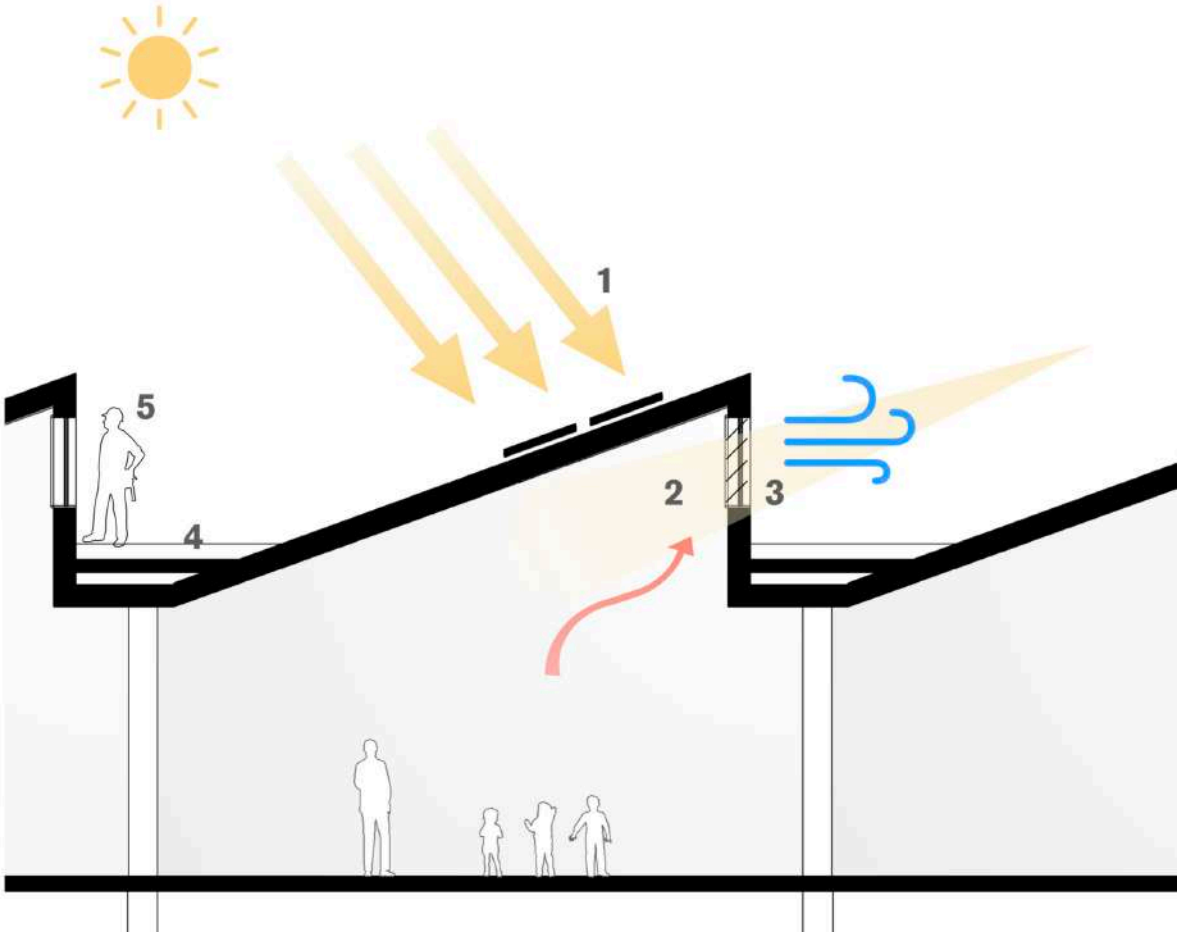
Refer to the architectural drawings, separate ESD Report and Landscape Report for more information on how environmental design has been considered for Darlington Public School.

- 1.Diffuse southern light into classrooms at Level 2
- 2..Automated operable louvres for cross-ventilation and allowing warm air to escape
- 3..Eastern sun shaded by metal mesh facade to balcony
- 4. Western sun shaded by deep reveals to slot windows
- 5. Cross-ventilation on Level 1



East-West Section: Level 1 and 2 Learning Neighbourhoods (through hip gutter)

- 1. Roof pitch to suit PV cells
- 2. Diffuse southern light into classroom
- 3. Automated operable louvres for cooling southerly breezes and allowing warm air to escape
- 4. Addition of hipped roof to sawtooth removes the need for box gutters and diverts water directly to downpipes on sides of building
- 5. Maintenance access



North-South Section: Level 2 Learning Neighbourhoods

# PUBLIC DOMAIN AND COMMUNITY USES

## Approach

The Communal Hall for Darlington Public School has been located at the corner of Golden Grove and Abercrombie Streets. The hall opens up to a generous covered undercroft, adjacent to the main school entrance, which can also be used outside of school hours, as an overflow space to the hall. In public mode, a gate can be closed, which restricts public access to the hall and the covered forecourt and secures the rest of the school when used outside of school hours.

The hall volume lifts up towards its Abercrombie Street frontage, providing a welcoming gesture to the local community. The hall can be used by the wider community and will enable access to the school without compromising the security of the wider campus.

The approach to security is graded from public to semi-public to private.

## After Hours Use

The hall will be used for OSHC before and after school hours. There is also potential for the school hall to be used outside of school hours for school events, such as school performances, sporting events, and school fairs etc

## Signage

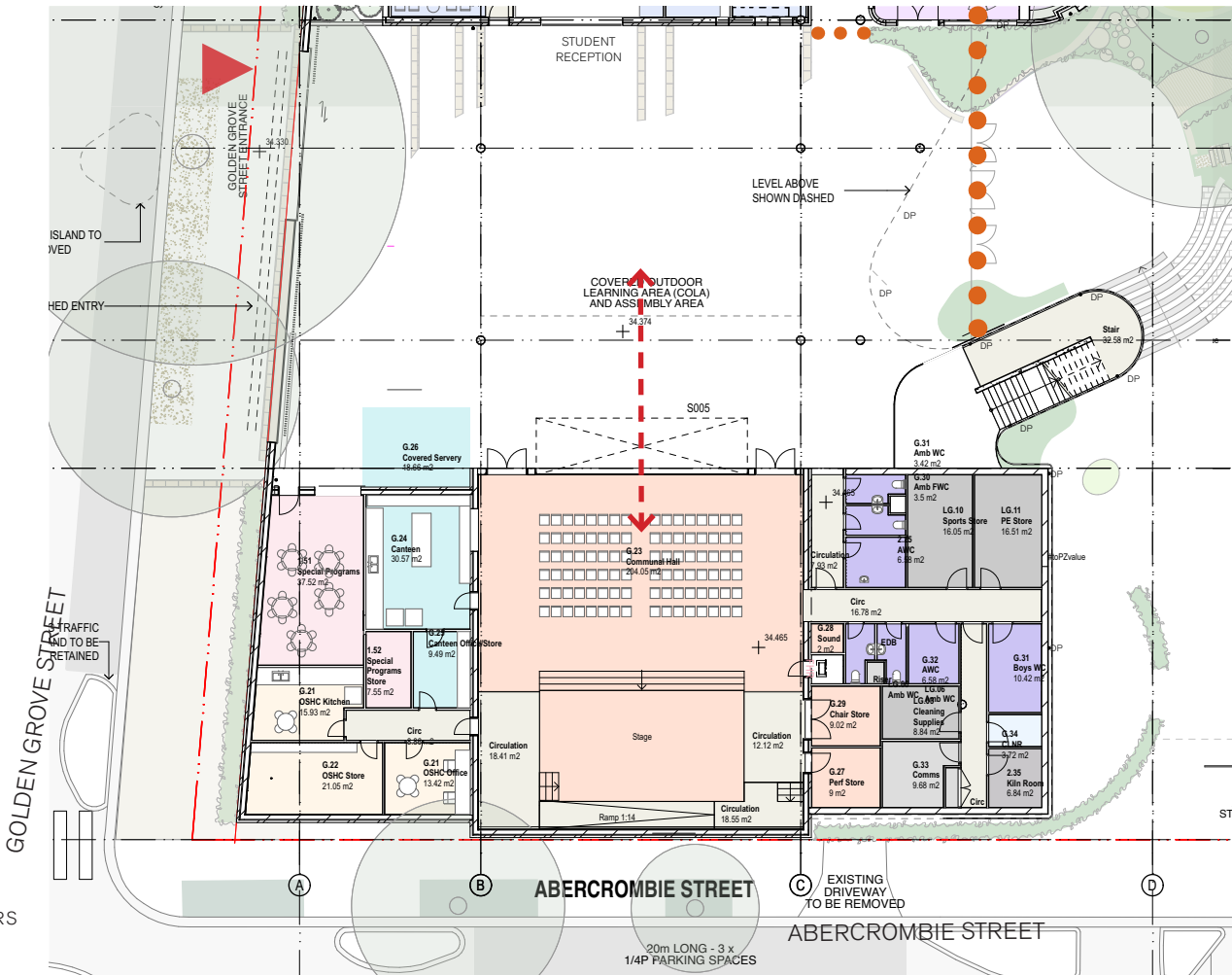
A main building sign will be located on the Western facade of the masonry wall adjacent to the main entry. It is proposed that the sign will align with the new building colours - a natural palette, warm bronze hues tones. The sign will be metal and will be back lit to provide a subtle glow in the evenings. Similar signage will be located at the Abercrombie Street entrance and on the western wall of the Preschool. The entry signage will read "Darlington Public School" and will be accompanied by the year of completion..

A digital sign will also be installed at the Abercrombie Street entrance to the school. This will display both static and dynamic illuminated images and text, relating to Darlington Public School.

Refer to the Appendix, Architectural Drawing Set for details of the proposed signage..



- LEGEND
- ▶ MAIN SCHOOL ENTRANCE / PUBLIC HALL ENTRANCE
  - ◀ → CONNECTION TO COVERED UNDERCROFT
  - ● ● DIVIDING FENCE/GATE TO SECURE PUBLIC AREA OUTSIDE OF SCHOOL HOURS





# ABORIGINAL CULTURAL AND HERITAGE CONTEXT

## Aboriginal Cultural Heritage

Darlington PS is an important long-standing educational facility located in the suburb of Darlington. The school has been associated with different sites, but all are identified by the local community as a central component of the Darlington to Redfern area, notably the local Aboriginal community. Darlington PS has provided education to Sydney's inner-city children since 1878; the school has become an integral part of the local community. Darlington PS today is of importance to the suburb because of the education of local generations of families, notably Aboriginal families.

As the school is renowned for its connection and importance to the local Aboriginal community, it is critical to recognise, appreciate and celebrate the long history and connection between the school and local community throughout the proposed design. The design aims to celebrate Aboriginal culture and heritage through strongly integrating and holistically incorporating ideologies and values through the new school development.

Based on feedback from previous workshops/consultations, studies and the ACHAR report conducted, it is vital to allow for a design that will:

- Celebrate, recognise and preserve Aboriginal Culture and History
- Continue the current atmosphere, learning culture and spirit of community
- Allow for the teaching of Aboriginal Culture, inside and outside the classroom
- Design spaces to be culturally considered and embody cultural values and learning
- Provide a strong integration of art and display of Aboriginal Culture



## Key Spaces

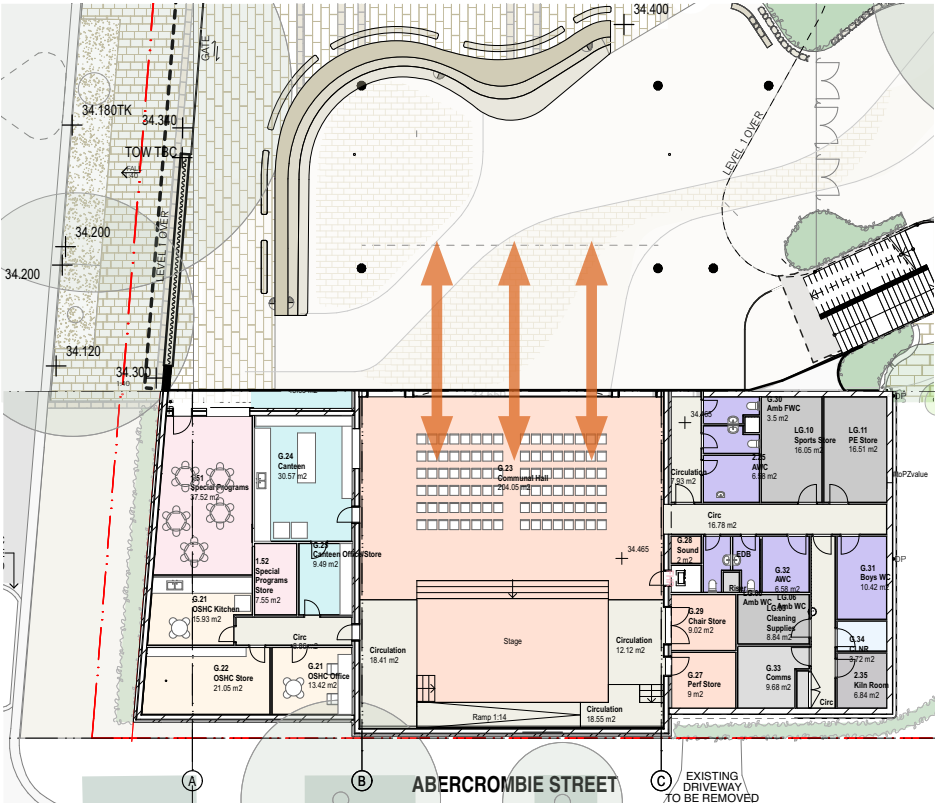
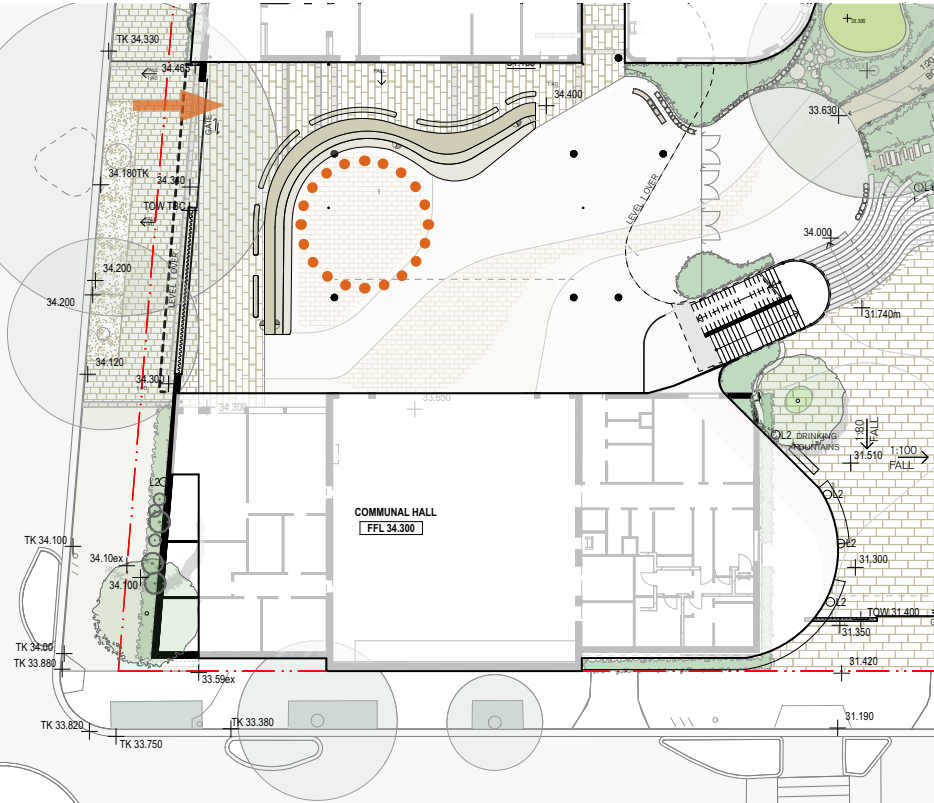
### Entry Undercroft

The main pedestrian entrance has been located on the southern end of Golden Grove Street, in a similar location to the existing entrance. The idea of an arrival and gathering point is integrated with the covered gathering space and the kiss and drop. It allows for gatherings of both parents and students and encourages communication and interaction. Integrated terraced seating is proposed which helps to create a protective boundary around the gathering space and provides a central seating area for performance and outdoor learning for larger groups.

### School Hall

The school hall for Darlington Public school has been located at the corner of Golden Grove and Abercrombie Streets and has been designed to allow access externally by the public and internally by the school community. The corner location provides a beacon for the school and a welcoming gesture to the local community. The hall is a flexible space and can be used for a multitude of purposes, providing a space for gathering, performances and learning. The hall also opens up to the covered undercroft which is also used for yarning, and allows for use for after-school hours activities. The continuity and flow of space was vital in creating a natural movement through the ground floor from the entry through to the yarning circle and school hall.

The school hall allows for display of important artworks such as the six current Jarjum Rugs and possible display of heritage items. Further, the Special Programs room which doubles as a music space can integrate the existing displayed digeridoos outside the existing music room.



Library

The school library acts as a hearth and educational gathering point for Darlington Public School. It provides an architectural link between the built form and outdoor garden, creating an indoor space with external vistas to plants and landscaping. It is proposed that the library will have low level glazing at seat height which will allow views out into the garden whilst maintaining a private and protective atmosphere for students who seek a quiet sanctuary during lunch breaks.

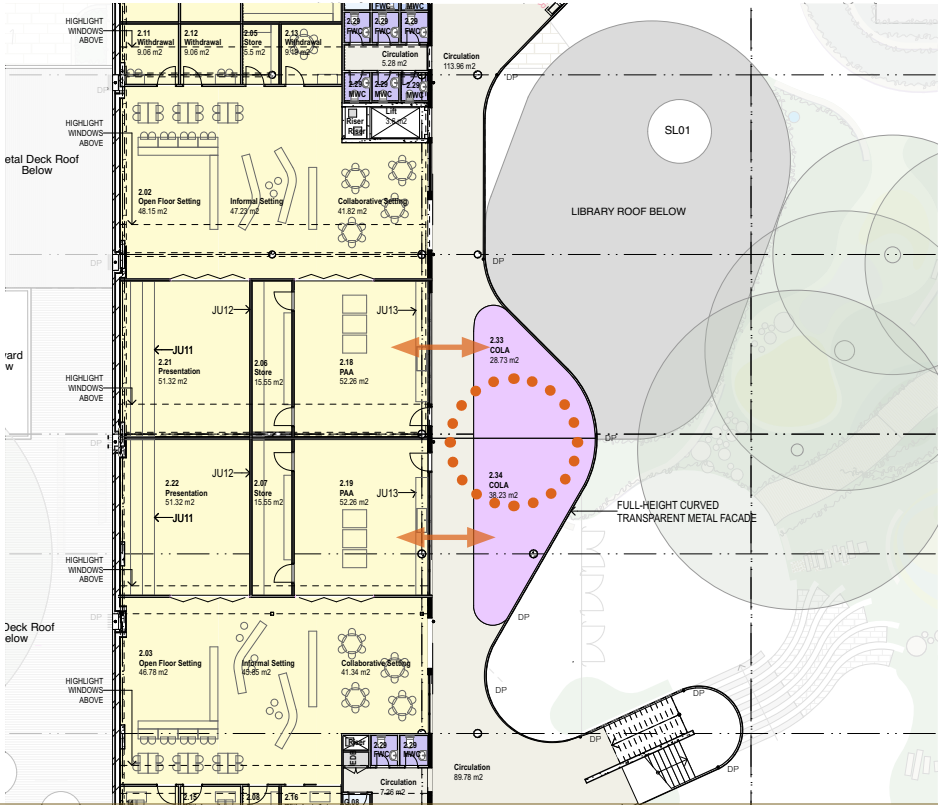
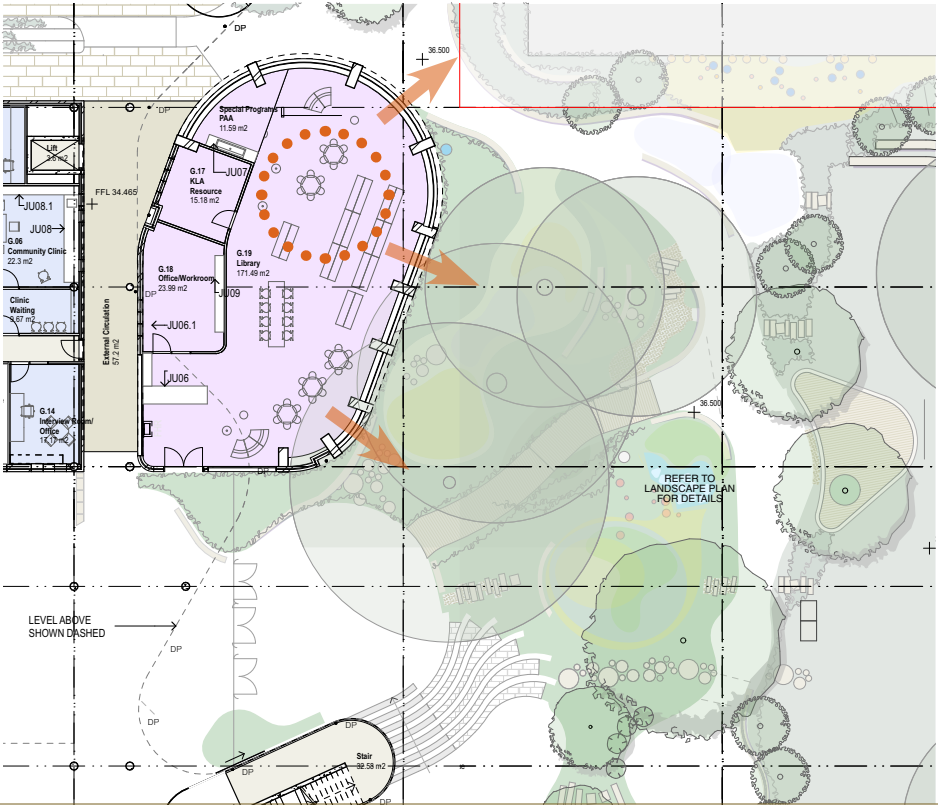
The library will feature class space, staff office, and KLA resources. Further it will integrate historical books and modern stories and it is proposed that it will house a heritage display area depicting the school and its cultural history.

Classrooms

The classrooms have been designed to be open and encourage community, collaboration and various types of learning. The openness of the space allows for flexibility and accommodates for yarning circles space. All classrooms open to covered outdoor learning areas to promote learning outside the classroom. Artworks such as totems can be integrated into the classroom design to encourage awareness and understanding of culture. Spaces are also adaptable to allow for yarning circles of various scales. The classrooms also open out onto Covered Outdoor Learning Areas, which have been designed to accommodate a full class.

Yarning Circles

Darlington PS teachers present an Acknowledgement of Country at the start of every day, often in a space described as a 'Yarning Circle'. Yarning circles are vital to the students and teachers sense of place as it provides students a safe place for open discussion. Yarning circles and spaces are proposed to feature both internally and externally in the design, and fit seamlessly in the context of the existing site, new landscaping and new classrooms. The existing yarning place in the school playground is constructed from sandstone blocks and sits beneath the the year 6 Artworks. Many existing blocks feature engravings and will be integrated in the new landscape design.





Artworks

Darlington Public School currently holds a large collection of Aboriginal artworks, murals and objects, which consists of artworks produced by students, teachers and significant Australian artists. These represent a collection amassed over the school's 40 years of education. The school's hall, walls, external spaces and surfaces are covered with Aboriginal art, motifs, symbols and items that create connections across the school and a journey through the corridors and spaces of the school. The art leads children through their day, between classes, providing a backdrop and context to their everyday activities.

The art provides a tangible expression of connection between the school and its Aboriginal origins and heritage—for all students, teachers and parents, past and present. The new school development aims to provide holistic integration of artworks throughout respective spaces, aiming to inspire children and foster a greater understanding in the wider community.

Where possible, all artworks, murals and objects have been retained to be integrated into the new school. Where murals cannot be retained, they will be documented and a selected number can potentially be displayed or reinterpreted in dedicated areas.

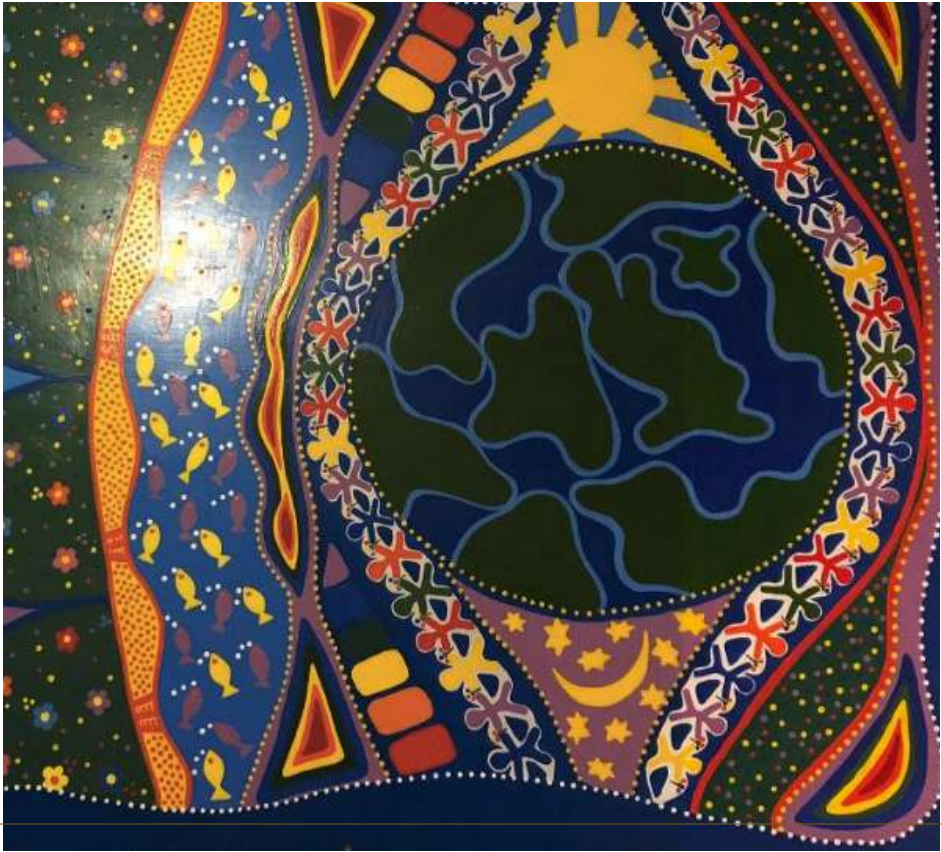
Selected Artworks

Jarjum Rugs

The Jarjum Rugs are of notable importance in the schools cultural context and history. Designed by Aboriginal students at the school in collaboration with their elders, the six rugs represent an authentic cultural exchange between children and their elders, and connections between the school and Aboriginal cultural. They are currently in the existing school hall, and it is proposed that these be relocated to the new communal hall for not only the school to experience, but also for the outside community when using the hall.

Year Six Artworks and Totems

The existing Year 6 art wall contains specifically designed artworks, produced each year by the students in Year 6, with the assistance of professional artists and the art teachers. The artworks are specifically designed by the year and recreate one of the school totems. The totems have been part of the school's identity for the past 20-30 years and their integration into the context of the school has been highly regarded. The existing Year 6 artworks have been painted on the eastern boundary wall and will not be affected by the development and should be protected during construction. As there is also planned creation of future totems and Year 6 artworks, there is adequate space for this tradition to continue.





Murals

The numerous murals are identified as integral to Darlington PS's identity and feature heavily within the school. Not only do they serve as artistic representation of culture, they also symbolize a sense of place and safety in various parts of the school. The murals have been created by students, teachers and notable artists throughout the life of the school and where possible will be retained and integrated into the new school. Although there are many that cannot be retained, due to the nature of their physical medium, they will be documented and possibly displayed in a historic context in the new development. Following demolition, it is proposed to collect and re-use the painted bricks in the landscape for seating walls and other hard landscaping elements, allowing the existing artworks that cannot be saved to be remembered and reimagined in the playground of the new school.

Some murals that have been noted include the entrance foyer mural, entrance courtyard mural, preschool frog mural, bird wall mural and hall area mural.



Burnt Door

The 'Burnt Door' is important in the history and cultural heritage of Darlington Public School. Currently the entry to the Aboriginal Education Office, it presents a notion of invitation and welcoming. Created by Neil Thorne, the former Aboriginal Education Resource Officer, the door integrates the Darlington School logo and has come to represent safety and comfort to many students.

It has been previously established that the door does not need to be utilized as a door in the new development, however can be mounted or displayed amongst various other objects and artworks as part of the history of Darlington Public School.



Carved Sandstone Blocks

The carved sandstone blocks currently form the yarning circle in the outdoor courtyard, below the year 6 artworks. These are the only form of engravings in the current school. They are of high importance to the staff and students and will be integrated in the landscaping of the new school development in order to maintain a direct connection to the past yarning circles.





Landscaping

The design philosophy for the Darlington Public School playground centres around providing diverse play spaces with a variety of scales and the maximisation of functionality by providing overlays of potential uses.

The topography and grading of the site creates challenges and opportunities for the landscape design. Pedestrian movement and wheelchair access have been important drivers in creating a series of connected and functional spaces.

The playground embraces opportunities to create learning spaces, outdoor rooms and areas of active, imaginative and quiet play through the use of the connected paths and changing landforms.

Each play space is linked to possible learning games and different learning languages, featuring water, sand, rock, climbing, ball games, lines and decks, pathways and shortcuts.

The design also explores ways to embrace the indigenous culture of Darlington Public School and celebrate the rich artistic heritage of the school. Refer to the "Indigenous Overlay and Artwork" section of the Landscape Report for details.

Indigenous Overlay

LEGEND

ARTWORK RETAINED ON EXISTING WALLS &/ OR OPPORTUNITIES TO MOUNT TO EXISTING WALLS (AS NOTED)

ARTWORK OR WALL ART RELAID INTO THE FACE OF NEW TERRACE SEATS

ART & / OR INDIGENOUS INTERPRETATION:

- SET INTO THE UNDERCROFT OF THE ROOF ABOVE
- INLAID INTO THE NEW PAVED COLA
- LOCATED IN THE NATURE LEARNING PLAYGROUND
- INTEGRATED WITH THE PRESCHOOL FENCE





# MATERIALITY AND FACADES

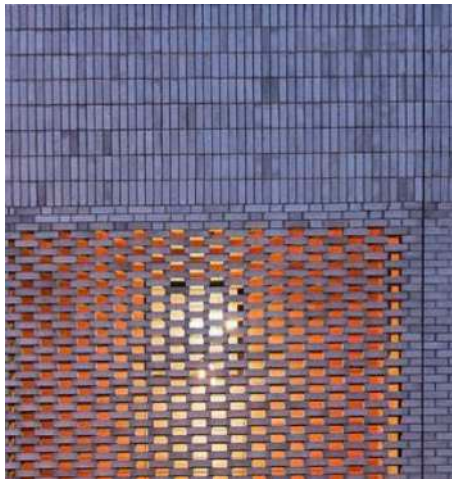
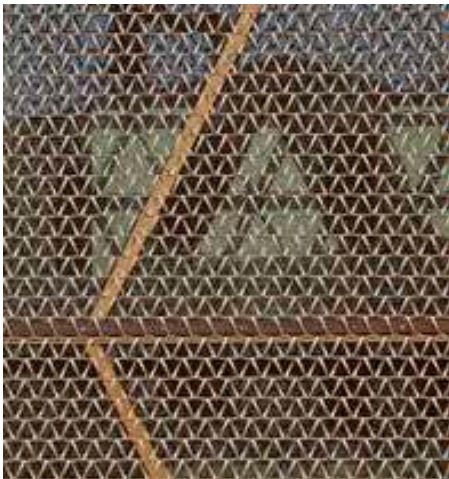
## Contextual Materiality

- The streets surrounding Darlington Public School are comprised of a fairly eclectic mix of 2 storey terraces, taller residential and educational developments and clusters of lower scale residential units.
- The late 19th and early 20th Century terraces consist of rendered masonry facades with wrought iron balustrades.
- Adjacent to the school on Abercrombie Street is a 3-4 storey student accommodation building which is primarily constructed in off-form concrete with metal cladding to both the upper level and the western facade which fronts onto the eastern boundary of the school.
- The north section of Golden Grove Street, opposite the school, is occupied by a large 1970's residential development that is characterised by blocks of two-storey flats, oriented at a 45 degree angle to the street. These units are constructed of brick with perforated metal balconies.
- The heritage listed University Regiment Building at the north-western corner of the site is a brick building. Other brick buildings in the vicinity include St Michaels Melkite Catholic Cathedral, also heritage listed, and a taller painted brick building, formally associated with the church.
- The existing school, which bounds the site on Abercrombie Street and most of Golden Grove Street is a 70s era brick building.



## Proposed Materiality

- Due to the predominance of brickwork in the surrounding context, it is proposed that bricks will form an integral part of the materiality of the new school.
- It is intended that the facades facing onto the street will be constructed of brick, to reflect the surrounding context and create the appearance of a protective facade enveloping the school.
- The bricks can be laid in varying patterns to create texture and transparency where required.
- The facades facing into the school playground will be constructed of lighter materials to reflect a more playful character to the interior of the school.
- The exterior facades will be linear and aligned to a grid to reflect the urban fabric around the site, while the inward facing facades will be curved to provide a softer aesthetic that addresses the playground.
- There will be a different emphasis to the school hall facade due to its prominent location and to recognise its broader function within the community.





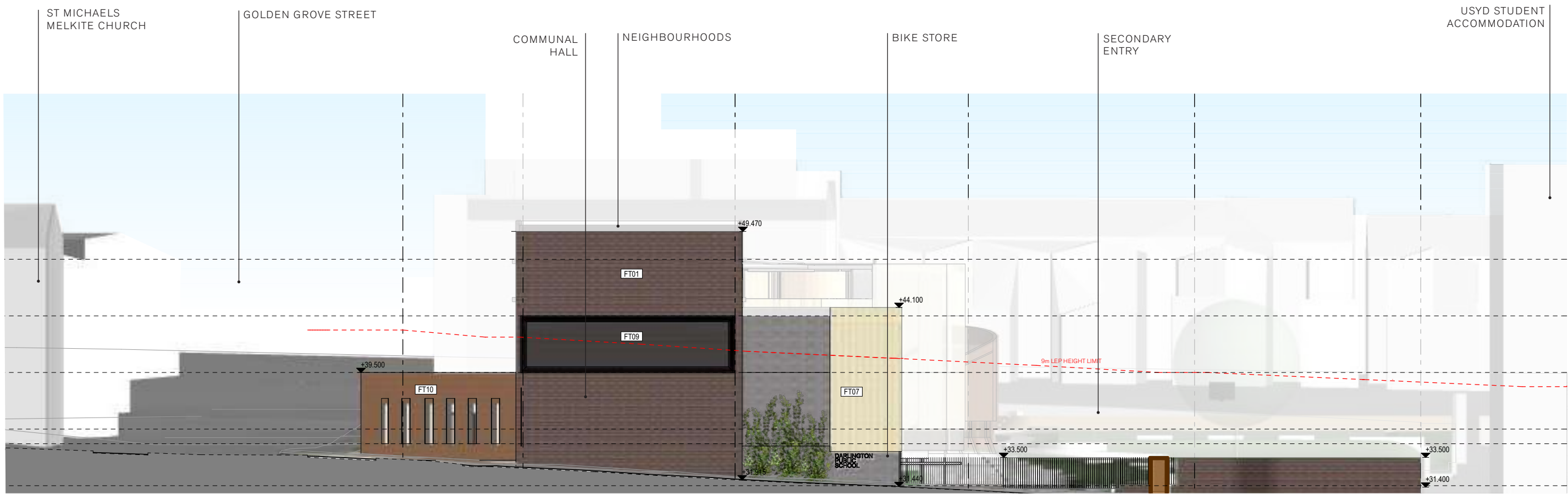
Elevations

Golden Grove Street Elevation



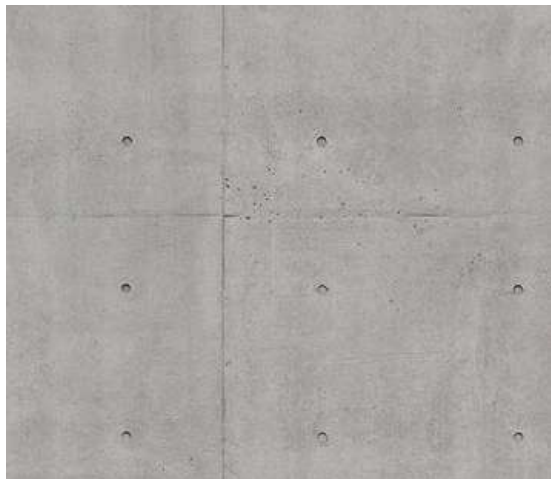
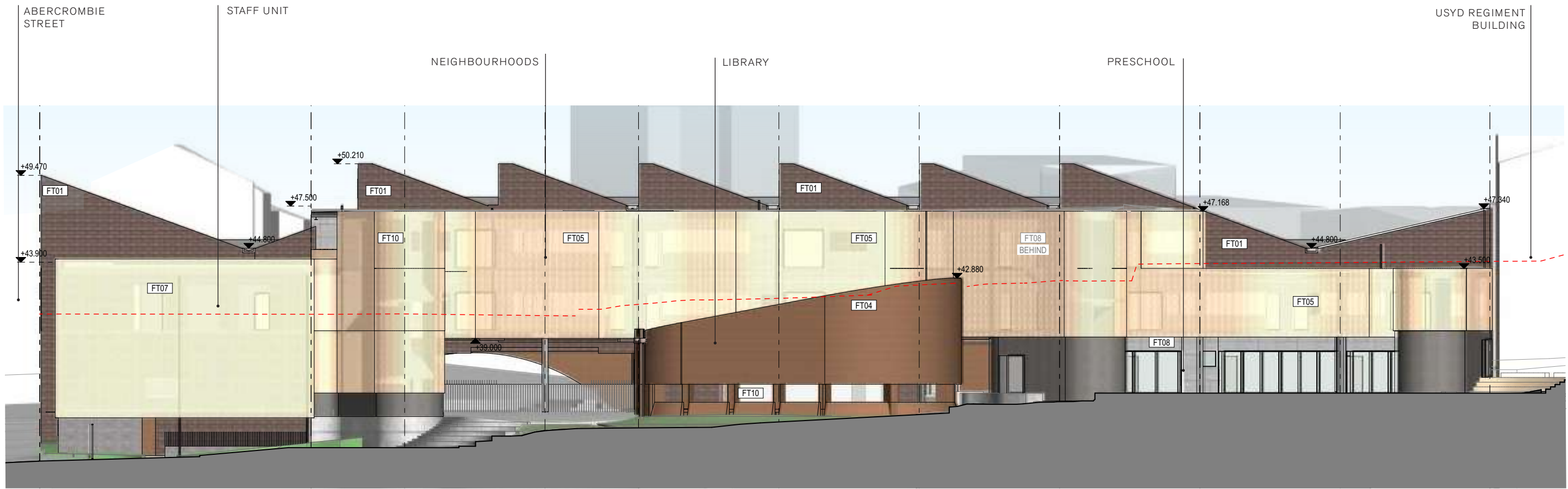


Abercrombie Street Elevation





Eastern Elevation





Facade Sections



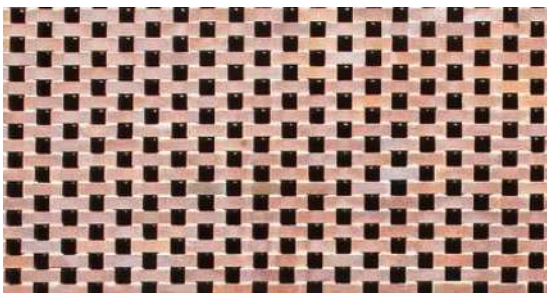
WESTERN ELEVATION



FACADE TYPES FT01 AND FT02



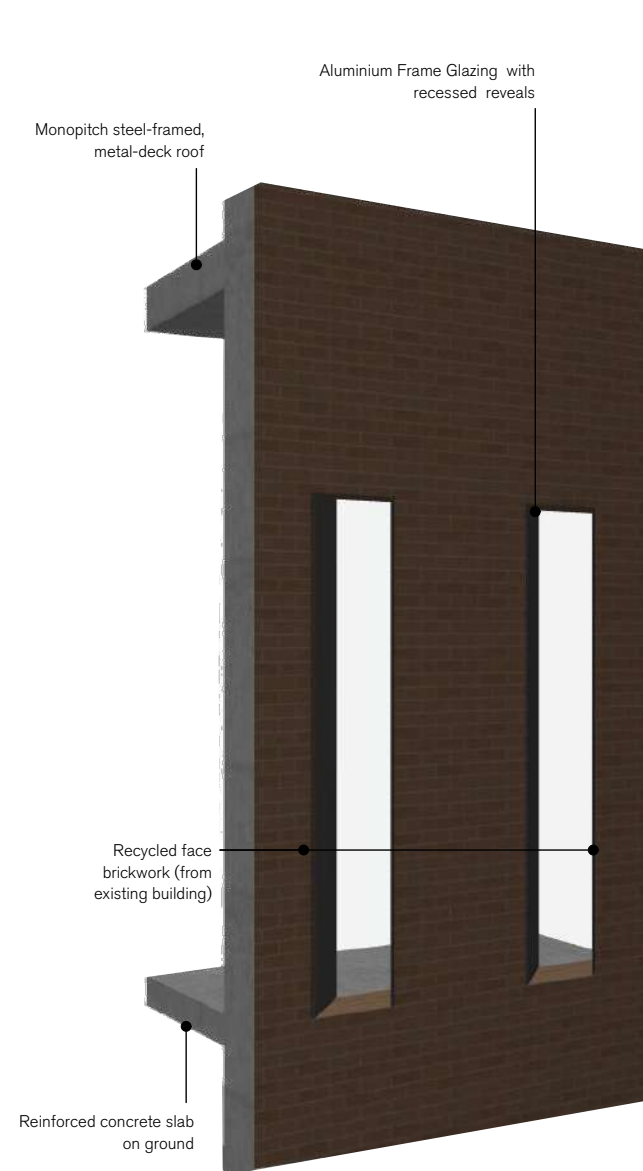
FACADE TYPES FT01 AND FT02



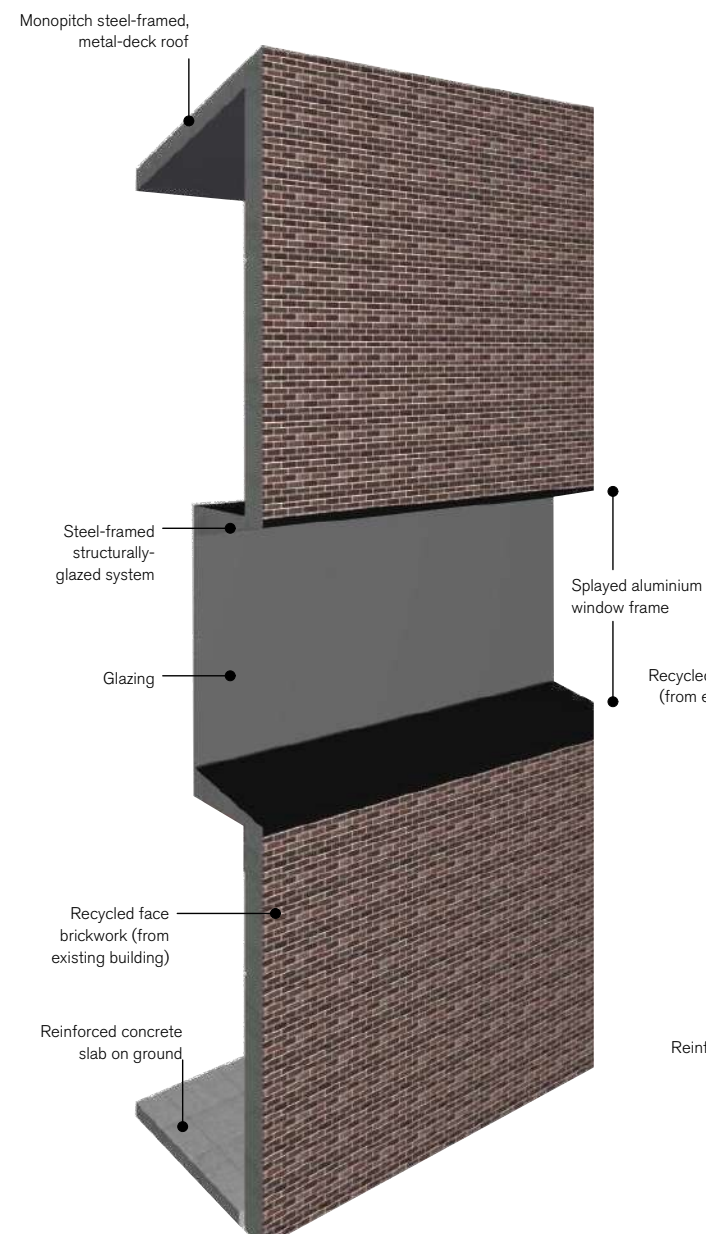




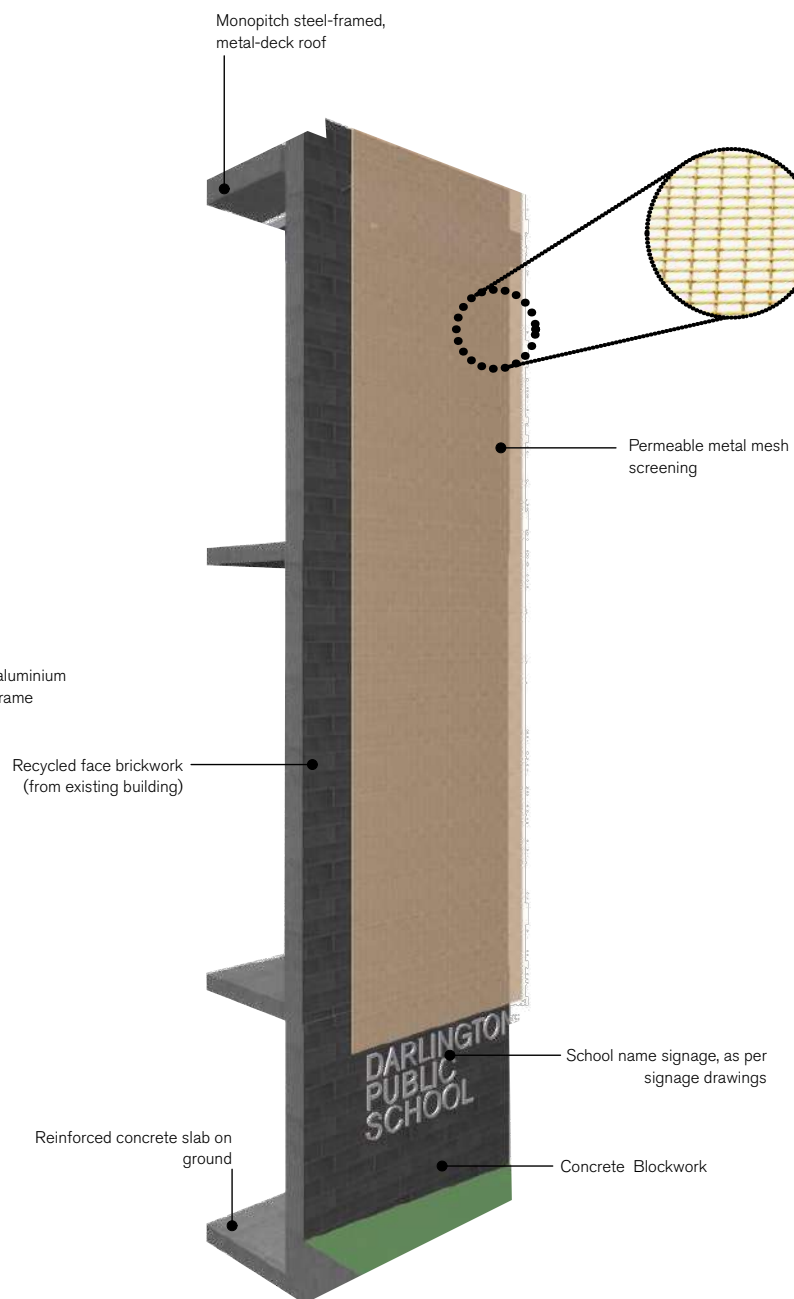
**SOUTHERN ELEVATION**



**FACADE TYPE10**



**FACADE TYPES 01 AND 09**

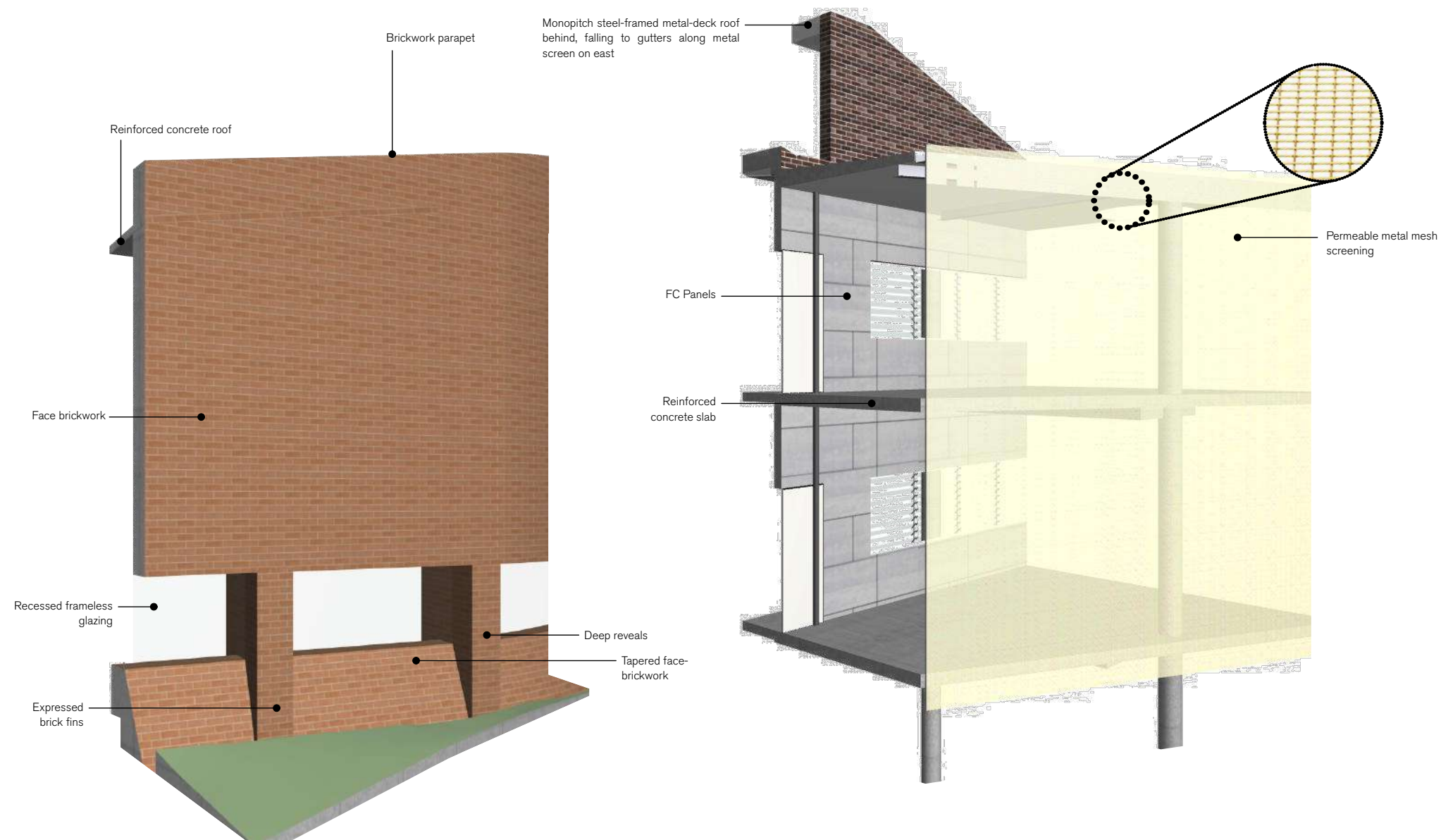
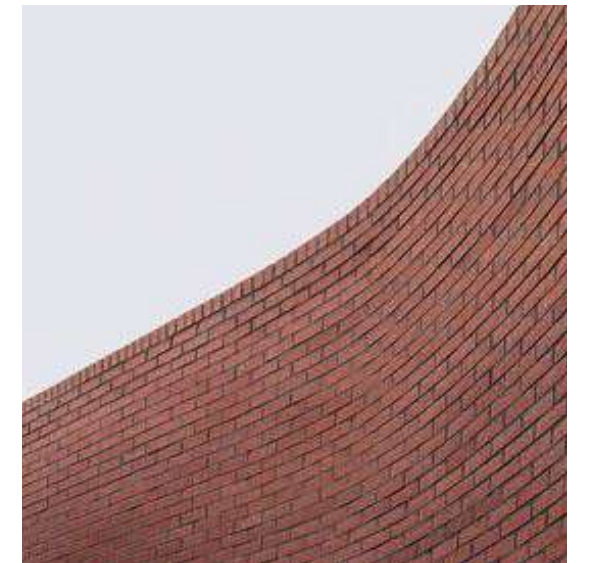


**FACADE TYPE 07**





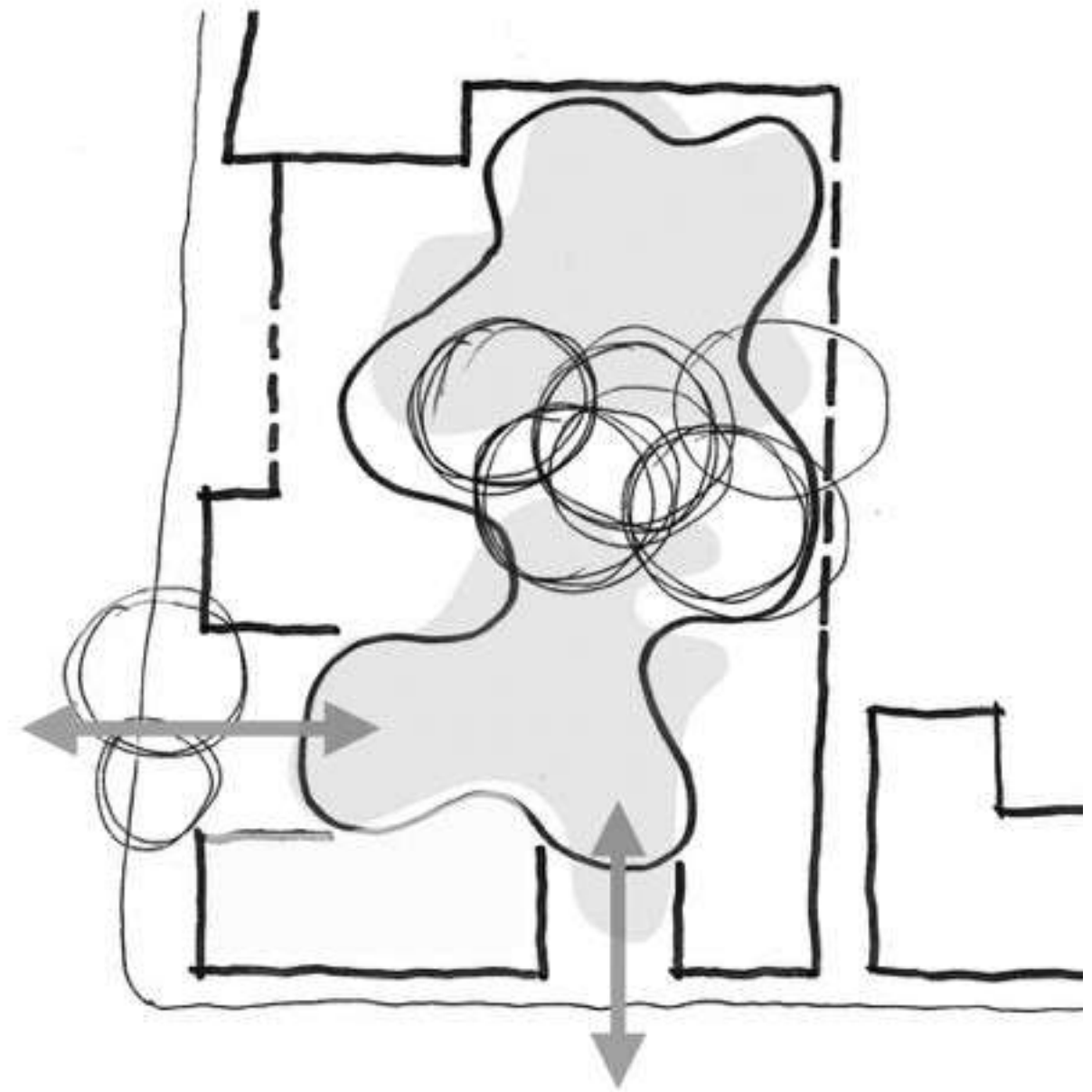
**EASTERN ELEVATION**



**FACADE TYPES 04**

**FACADE TYPE 05**





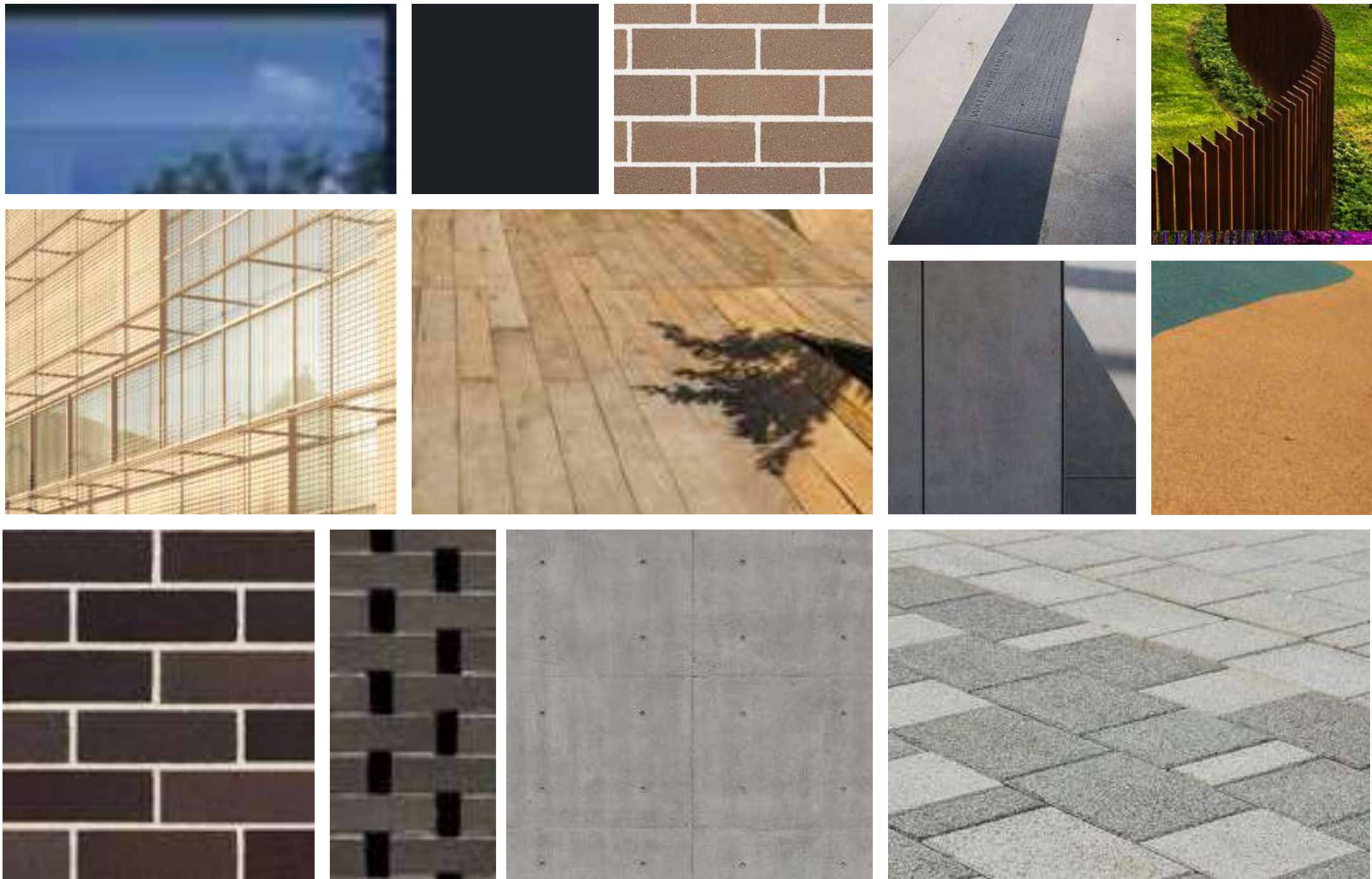


Exterior Finishes Schedule

BUILDING CODE/ FACADE TYPE	LOCATION	ITEM	Description
Building 0A1	PRESCHOOL		Ground Level Facade
FT02	West Facade	Brickwork	External face brickwork, dry pressed, colour 2
FT06	East Facade	Brickwork	External face brickwork, dry pressed
		Glazing	Aluminium framed glazing system
Building 0A2	ADMINISTRATION		Ground Level Facade
FT02	West Facade	Brickwork	External face brickwork, dry pressed, colour 2
FT01	North/South Facades	Brickwork	External face brickwork, dry pressed, colour 1
		Glazing	Aluminium framed glazing system
ROF1	Roof	Metal Roof	Lightweight metal roof behind brick parapet
Building 0A2	LIBRARY		Ground Level Facade
FT04	East Facade	Brickwork	External face brickwork to match FT02
		Glazing	Aluminium framed glazing system
ROF2	Roof	Metal Roof	Standing seam roof, exposed sumps, outlets, and downpipes
SKY1		Skylight	Custom glazed skylight. Glass, voids and interlayers laminated to achieve Section J / Greenstar requirements.
Building 0A3	COMMUNAL HALL		Ground Level Facade
FT01	West Facade	Brickwork	External face brickwork, dry pressed, colour 1
FT01	South Facade	Brickwork	External face brickwork, dry pressed, colour 1
FT09	South Facade	Glazing	Steel frame with glass structurally glazed. Glass, voids and interlayers laminated to achieve Section J / Greenstar requirements.
Building 0A3	COLA		Ground Level
COL1	Concrete Column, finish type 2	Off Form Concrete column	Off White Concrete Column with High Level finish Class 2C
ROF3	Roof	Metal Roof	Metal deck roof
SKY2		Skylight	Circular acrylic skylight
	LEARNING NEIGHBOURHOODS		Levels 1 and 2 Facade (facing on to covered walkway)
FT01	West Facade	New Brickwork	External face brickwork, dry pressed, colour 1
		Glazing	Aluminium framed windows, recessed into brickwork
		Reveal Cladding	Aluminium sheet (thickness to minimise oil canning)
FT08	East Facade	Panel Cladding	Compressed fibre cement cladding, Equitone or similar
		Glazing	Glazed aluminium framed system with spandrel panels
ROF1	Sawtooth Roof	Metal Roof	Metal deck roof, exposed sumps, outlets, and downpipes
		Highlight glazing	Aluminium framed glazing system with automated operable louvres
		Photovoltaic panels	Photovoltaic solar cell panels, mounted to roof sheeting to suit solar angle
	COVERED WALKWAY		Levels 1 and 2
FT05	East Facade	Metal Facade	Metal mesh / perforated facade
	Stairs	Metal Facade	Metal mesh / perforated facade
		New stairs	Concrete flights and landings.
		New stair balustrade	Circular metal handrails and balustrades to detail
ROF1	Metal roof	Metal Roof	Metal deck roof
SKY2		Skylight	Circular acrylic skylight



Material Sample Board



- Material**
- 1. Clear glazing
  - 2. Metal mesh
  - 3. Face-brick, colour 1
  - 4. Perforated brick
  - 5. Black aluminium framing
  - 6. Face-brick, colour 2
  - 7. Timber decking
  - 8. Concrete finish
  - 9. Stone paving - feature
  - 10. Pre-finished fibre-cement cladding
  - 11. Stone paving
  - 12. Steel fencing
  - 13. Soft fall

1	5	6	9	12
2	7	10	13	
3	4	8	11	



Views



AERIAL VIEW





LOOKING TOWARDS CORNER OF GOLDEN GROVE AND ABERCROMBIE STREETS





LOOKING TOWARDS LIBRARY AND PLAYGROUND FROM ABERCROMBIE STREET ENTRANCE





LOOKING TOWARDS LIBRARY AND PLAYGROUND FROM GAMES COURT