Consolidated responses to comments from State Design Review Panel (SDRP)

Table 1: Updated response to comments from first SDRP session held on 28 April 2021

SDRP comment from correspondence dated 6 May 2021	Response
Connecting with Country	
Formulate a strategy to gather, retain and embed cultural knowledge as an ongoing process throughout the development of the project.	The design principles have been developed in consultation with the local Aboriginal community. These key design principles include "pathways" and "flora and fauna". **1. Pathways** • Multiple pedestrian pathways through the site connecting teaching and green spaces. • Story Telling and Knowledge Sharing: Amphitheatre (yarning circle) cut into the existing raised terrain on the site. • Exchange of knowledge through the Ngunnawal language. Storytelling, teaching and signage. **2. Flora and fauna** • Introducing wild gardens with the significant native "yam daisy" as a calming student breakout environment. • Introducing the native planting for sustainability, learning and shade.
Consult with other cultural groups that have relationships with the site and incorporate multiple cultures, languages and stories into the project.	The project team is intending to undertake further consultations with the local Aboriginal community. The two consultations on site have provided us with guidance in the sharing of stories and the use of language on site, which has been incorporated into the project as described above. The totem animal for the Ngunnawal people is the wedge tail eagle. There are local aboriginal stories about this animal that could be recorded and played at the school for children to listen and learn. The two site visits that have taken place on site have been documented in a diary. This diary will be handed over to the school at the competition of the project as a record of our engagement and can be used as an ongoing learning resource for the school. Pedavoli Architects will also create a "building as a learning tool" document which will also be presented to the principle on completion of the project.
Illustrate how local materials can be incorporated as part of the Modern Methods of Construction system to provide local character and further emphasise the connection to Country.	The material palette comprises of brickwork, desaturated paint colours and custom orb (similar corrugated iron) have been applied to the project to create a placed based design, emphasising its relationship within a rural setting. For further detail, refer to Pedavoli Architects' presentation to the SDRP at Appendix 8 of the RtS.

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Understand and demonstrate the intention of the yarning circle to this location. Consultation with the local community, cultural groups and school community can inform a suitable purpose for this site.	Consultations with the local Aboriginal community have taken place to assist in locating the proposed yarning circles. As noted in Pedavoli Architects' Connection with Country diary, on the first consultant with Brad Bell, the architects stood on site and he identified the rise in the terrain towards the south eastern corner. Brad suggested an amphitheatre-style of design for the yarning circle.
Illustrate how the broader cultural and physical landscape, including distant views, can be incorporated into the project.	Inclusion of Ngunawal language and their stories to be incorporated into the detailed design. Pathways through the site as "walking trails" as moments to pass on knowledge and connection with the wider landscape. Various points within the design offer views to the broader landscape. The renders on page 10 of Pedavoli's presentation to the SDRP (see Appendix 8 of the RtS) illustrate the views from the viewing platforms on the school out to the hills to the north east and south east. The existing landscape corridor to the south of the site is visible from homebases, circulation space and the central playspace visually connecting the students to their local landscape also.
Public Domain and Context	
The new school will serve as a community hub. Illustrate how the main entry will accommodate and encourage gathering and social interaction.	The school has been designed to facilitate community use and gatherings with a 'forecourt' located inside the gates at the main entrance. The main fence located in front of Block A has been setback, allowing a through connection with the adjacent commercial development. Inside the main entrance is an informal forecourt area with a welcome tree, seating, and a combination of hard and soft landscaping. This space can facilitate a variety for school and community events and gatherings. The canteen has been positioned off this forecourt with an awning to deliver a high amenity to the school and the wider community.
The location and approach to the canteen is supported, however its operation and security lines need further resolution. Consider a secondary security line during the day allowing this area to remain open to the public during school hours.	The hall entrance located off the forecourt provides opportunities for shared use. The canteen has been designed with dual use for the schools requirements whilst also facilitating after hours community activities. A servery window in the canteen has been located facing the forecourt to facilitate community use. The canteen rollers shutter will operate off the central outdoor play and learning space during school hours to ensure good surveillance. The school operations are dictated by the school security unit. The current layout balances these requirements between community use and school operations. The locality of the games court, canteen, playspace and second entry from the south support public social gathering and interaction.
A standard 2.4m palisade fence is not an appropriate site specific response. Fencing should relate to the context and	Agreed. A variety of lower fencing is proposed including 2.15m security fencing along the boundaries, and 0.8m- and 1m-high fencing along the pedestrian pathway to

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surroundings. Explore zones that are appropriate to be opened during the day, context specific materials, varying perimeter lines relating to the school and avoid long expanses of hard edges.	the bus stop. The fencing along the main entry has been realigned so that it meanders along the front of Block A rather than runs exactly parallel to it. For further detail, refer to the fencing plan (MURR-SSDA-005 in the updated architectural drawings at Appendix 1 of the RtS.
Develop a stronger civic address at the main entry that promotes a sense of arrival. Include traffic calming devices such as textured paving, trees, shared ways, etc. to reduce the dominance of vehicles and ensure the circulation from the street to the school entry is pedestrian friendly.	The schools main civic address is defined along the kiss and drop and main entrance forecourt, which has connection through to the proposed adjacent commercial development. The proposed forecourt is located within the fence line of the school, with the sliding gate allowing this area to open and interact with the public domain. The forecourt landscape design proposes several gathering points that integrate with the architectural and wayfinding designs. Permanent outdoor seating is proposed throughout the forecourt with a welcome tree and large curved seat facing towards the hall and administration unit.
Illustrate potential future expansion options for the school and demonstrate the current proposal will not adversely impact future opportunities.	The core facilities for the school allow for an increase in the student population of approximately 330 students with an additional learning hub, special programs space and 11 homebases. This would be possible through a new building located on the eastern boundary. See the following page for further detail. The school has adequate capacity until 2031, the current population of Murrumbateman is about 3,500, future expansion of the school will be linked to population growth.
Architectural Expression	
The proposal is yet to show the architectural expression of the buildings. Develop the architecture for this proposal to have its own individual character, specific to the site and context. Illustrate the internal amenity of spaces, including daylighting, access to the outdoors, views, and appropriate solar shading.	The intention for the architectural expression is to create a learning environment unique to the rural setting, embedded within a native flora and fauna, low in scale and inviting for a shared experience. The learning environments have been arranged in a "U Shape" configuration of the school creates multiple circulations pathways around a centralised 'calming' outdoor landscaped space. Connection with Country encouraged Pedavoli Architects to visually connect the learning spaces with outdoor green environments. The built form draws inspiration for the Australian rural vernacular whilst applying modern methods of construction, creating a placed-based design. The site plan on page 4 of Pedavoli's presentation to the SDRP (see Appendix 8 of the RtS) illustrates the proposed access points and proposed fence around the school's edges. The proposed render of the entry on page 11 of the presentation illustrates the sliding gate in its open position.

Table 2: Response to comments from first SDRP session held on 28 April 2021

SDRP comment from correspondence dated 30 July 2021	Response
Connecting with Country and Landscape Design	
The following was supported, and further commentary is provided to assist in design development: • Continued connection with Country and efforts to pass on cultural information and knowledge gathered to the school. Ensure the rich cultural knowledge gathered continues to be embedded and integral in the design. • Pedagogical approach of sharing knowledge orally, and in line with Aboriginal cultural practices. • Seeking advice from the local Aboriginal groups to inform the meaning and purpose of the yarning circles. Develop a strategy to pass on the thinking behind the yarning circles' intentions onto the students and staff. • Landscape spaces designed for appreciation of the surrounding hills and natural landscape features. This approach should continue to inform the development of the landscape design and elements such as fencing articulation. • Quality of the material palette inspired by the surrounding natural environment. • Growing and appreciation of native flora as food, and providing a tactile learning experience for the students through the growing garden.	Noted. SDRP's further commentary will be considered as the project progresses to the detailed design phase.
Ensure a variety of quality landscape spaces will be provided to facilitate and encourage outdoor learning.	As illustrated in the updated landscape report at Appendix 2 of the RtS, a variety of high quality landscape spaces are provided to facilitate and encourage outdoor learning, including yarning circles, central courtyard, dry creek area, shaded grass sitting area, open grass play area, multi-use games courts and growing garden.
Consider utilizing the stairs as outdoor learning spaces, offering opportunities for elevated viewing platforms to the surrounding landscape.	This suggestion is noted. Utilization of the various areas for outdoor learning is subject to the discretion of school administration and staff.
Overall, the landscape design presented is highly supported, should be retained further developed and delivered concurrently with the school facilities.	Noted. The landscaping forms part of the subject application and will be delivered currently with the school buildings.

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Public Domain and Context	
The main entry's address to the public domain needs development as outlined in the following advice from SDRP 1: 'Develop a stronger civic address at the main entry that promotes a sense of arrival. Include traffic calming devices such as textured paving, trees, shared ways, etc. to reduce the dominance of vehicles and ensure the circulation from the street to the school entry is pedestrian friendly.' • Investigate reconfiguring the vehicle circulation to reduce the amount of roadway required. Integration of the kiss and drop and turning bay with the car park circulation should be explored. • Traffic calming devices such as paving materials should be utilised to slow down the speed of the cars and promote shared ways where appropriate, particularly around the kiss and drop zone. • Utilize trees and vegetation at the Fairley Street entry, to improve the street presence, identity of the school and conceal the substation.	Further detail on finishes has been provided in the updated landscape report at Appendix 2 of the RtS. As shown in the finishes plan (MURR-DD-L200), the entry forecourt will include a mixture of mass planting bed, turf and paving, which will promote a sense of arrival. Additionally, further tree plantings have been added at the main entry adjacent the substation. It is considered that the current kiss-and-ride layout is acceptable with no need for traffic calming devices. A road safety audit has been undertaken (see Appendix 9 of the RtS), which has identified no issues regarding vehicle speed around the kiss-and-drop area. It is further noted that fencing has been added along the pedestrian pathway to the bus stop to ensure pedestrian safety.
Improve the definition and amenity of the journey between the main entry and the bus stop for students, including the quality of the footpath, landscaping and introduction of trees.	Fencing has been added to the footpath between the bus stop and main entry, and a mass planting bed has been added at the western corner of the intersection of Fairley Street and the access road. These changes will help define the journey to the bus stop and ensure pedestrian safety. Due to width of the footpath, which is dictated by the width of the existing access road, there is no room for further landscaping or introduction of trees.
Reduce the prominence of the fencing, particularly at the main entry where it impedes the connection between the administration entry and the main entry of the school. Utilise building facades as the security line in place of fencing as much as possible.	Fencing has been maintained around the entirety of the school buildings in accordance with DoE requirements. In order to reduce its prominence, the fencing along the main entry has been realigned so that it meanders along the front of Block A rather than runs exactly parallel to it.
Architectural Expression	
The pragmatic approach to the architectural expression is supported, as demonstrated through simple built forms influenced by rural sheds. This site-specific	The design will introduce different soffit colours to the underside of the roof forms to create "tectonics and tension" between the build forms. Further architectural detailing around the windows and doors will continue to strengthen the rural shed language.

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response is appropriate to the rural setting and should be developed further. • Explore and test the tectonics and tensions between the buildings and functions, using large sweeping forms, particularly at the main entry between Block A and Block D.	The brick has been selected with a varying tonal range (not flat colour) that when combined with the custom orb's curved profile will create depth, light and shadow within the façade.
Further progress the reference to the rural shed in the development of the design. Locally inspired materials proposed such as corrugated iron are supported. Consider ageing of materials and colour, and explore articulation of depth, light and shade.	The architectural material palette has been carefully considered and responds to the rural setting combining desaturated colours, warm textures, and custom orb metal cladding (similar to corrugated metal) creating a place-based design. The detailing and proportion of doors, windows and sunshades further develops the project's site-specific design.
Plan for the impact of services and equipment as the project progresses and seek opportunities for their integration into the design as a learning tool for the students. • The mechanical plants as shown are large, in close proximity to the outdoor gathering spaces and potentially blocking views. Minimise their impact with appropriate siting, proportions, screening and acoustic treatment.	The mechanical plants will have landscaping around to minimise their impact and acoustic screens applied where required. Pedavoli Architects will create a "building as a learning tool" document and hand over to the principle on completion of the project.
ESD	
Aiming for a net-zero building is highly encouraged to reach NSW's Net Zero emissions goal by 2050. Refer to 'NSW, DPIE, Net Zero Plan, Stage 1: 2020-2030' for further information.	The project's strategy has been developed to maximise passive design measures, incorporating shading, natural ventilation and good facade performance. The design also achieves savings through efficient plant, lighting and equipment, and smart control systems. A 40kW PV system has been provided in line with the Educational Facilities Standards and Guidelines. The project will have no gas infrastructure, so net-zero operational energy is achievable through purchasing of green power for the remaining energy demand.
Demonstrate what percentage of the energy needs of the school is being met by on-site energy regeneration.	Energy modelling has been completed. The current results are showing a total energy saving over a compliant NCC 2019 baseline of 12% for Murrumbateman, with 4% of this saving from the on-site renewables (40kW PV system).
The pragmatic approach to the architecture should inform the façade shading strategy. Investigate the different solar conditions for each façade and ensure the solar shading devices implemented are purposeful and reflect the varying requirements. Avoid building elements that are decorative only and not functional. Utilize the shading strategy as	Passive design principles has been applied to the architectural design with ESD consultation. The sun shading has been designed and tested to suit the site, geographical location and facade orientation. The project ESD consultant has carried out modelling for several shading design options to test direct solar, daylight and energy performance. The consultant has also designed the shading to allow some solar into the classrooms during the winter months due to the relatively cold climate. Therefore, solar control will be

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an opportunity for the building as an ESD learning too.	achieved through a combination of shading elements designed to block most direct summer sun, with additional use of blinds during the winter and shoulder seasons, to manage glare while letting in some beneficial solar heating.
Provide further wind study analysis to ensure the amenity between the buildings, external circulation and in the outdoor covered learning areas is appropriate and not subject to poor wind conditions.	The prevailing colder winter winds that could cause discomfort are from the northwest (based on Canberra Airport weather station data). These winds will be managed through a combination of the building massing along the western edge (including Block D) and planting along the western perimeter, which will help reduce these wind speeds when entering the site. The covered outdoor learning area to the south of Block D will have fairly dense planting to the west, which will help protect this area from these colder winds.