



**New Primary School in
Edmondson Park**
Edmondson Park

Architectural Design Report

Prepared for
NSW Department of Education

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We acknowledge that the proposed New Primary School in Edmondson Park is located on the land of the Dharug, Tharawal and Gundungurra peoples who have a continuing connection to the land, water and sky. We pay our respects to the Elders and the knowledge holders - past, present and emerging and express our gratitude for sharing of knowledge and culture.

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B	19 May 2021	Draft SSDA Report Submission	AH / HC	AH / AK
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E	31 May 2021	Test of Adequacy	AH / HC	AH / AK
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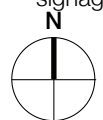
1 Introduction

1.1 PROJECT SCOPE

This proposed development is for a new core 35 primary school accommodating 1,012 students and coldshell 40 place pre-school. The site is located at the corner of Buchan Avenue and Faulkner Way, Edmondson Park. The site is located within a residential precinct with housing located to the west of the school on Faulkner Way. Clermont Park located directly opposite to the north is newly landscaped and has a substantial grove of Eucalyptus retained on the site. There is a railway line located to the south. To the east and north-east of the site is still undeveloped and road works are to be completed. The proposed site has been cleared of all vegetation and will be divided to a portion a lot (on the east side) for the primary school with the remaining site for future SINSW development.

The SSDA seeks approval for a new core 35 primary school accommodating 1,012 students and a coldshell 40 place pre-school at the site. The works comprise:

- Site preparation and excavation
- Land use for the purpose of a new primary school and pre-school
- Construction of new buildings including:
 - A three storey building on the western portion of the site primarily addressing Faulkner Way comprising 36 homebases, 4 special support unit teaching spaces, staff room, administration office at the ground floor and library at the first floor addressing the corner of Buchan Avenue and Faulkner Way, and student amenities;
 - A single storey coldshell pre-school building for educational programs for children the year before they commence kindergarten, accommodating 40 places. The pre-school building will be connected at the southern end of the three storey building; and
 - A single storey building on the eastern portion of the site comprising a communal hall, out of school hours care facility, 8 homebases and covered outdoor learning area (COLA).
- Landscaping and public domains works including tree planting, a sports court and creation of various assembly, play and learning zones;
- A drop-off and pick-up zone in Buchan Avenue and Faulkner Way and bus zone on Buchan Avenue;
- An at-grade staff carpark in the southern part of the site with ingress and egress provided off Faulkner Way at the south-west corner of the site;
- Primary pedestrian entrance from Buchan Avenue and an additional entrance on Faulkner Way for the ground floor support unit; and
- Other ancillary infrastructure and utilities works and digital signage.



NEARMAPS | JANUARY 2021
Not to scale



2 Site Context

SEARS Item 3



11 FROM FAULKNER WAY - LOOKING NORTH EAST



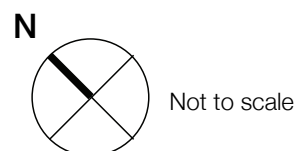
21 FROM FAULKNER WAY - LOOKING TOWARDS THE RAILWAY CUTTING



31 FROM SOUTH WEST CORNER - LOOKING NORTH EAST



41 FROM BUCHAN AVENUE - LOOKING NORTH WEST



3 Site Analysis

SEARS Item 3

Located in Sydney's South West within Liverpool City LGA, Edmondson Park was rezoned for urban development in 2008, with growth in residential dwellings, open green spaces, schools and a new town centre. The area is also undergoing major changes to transportation connections with bus and train networks linking to Liverpool, Parramatta and Sydney CBD.

The proposed educational site is bounded by Buchan Avenue to the north, Faulkner Way to the west and a railway cutting to the south. The new primary school occupies portions of Lot 1 and Lot 2 - 2.088 ha. The site has frontages to Faulkner Way and Buchan Avenue of approx. 200m and 100m respectively.

Topography

The site falls approximately 15m from the south-west towards the north-east. Formerly part of the Ingleburn Training Facility, the site was covered with native trees and undefined roads, the land was cleared in 2012 and has remained a greenfield site since. The site will require significant levelling and fill for the school development. Together with the adjacent Clermont Park, the school site has the potential to provide good open parkland character, connecting to the densely vegetated area to the south of the railway.

Aspect

The site is oriented approximately in a north-east to south-west arrangement and has north-east aspect looking over Clermont Park and the low scale residential development to the west. This aspect is unlikely to be negatively impacted by future residential development to the north-east due to public open space and the height controls and other development standards for Edmondson Park) are contained in the State Environmental Planning Policy (State Significant Precincts) 2005 - Edmondson Park South.

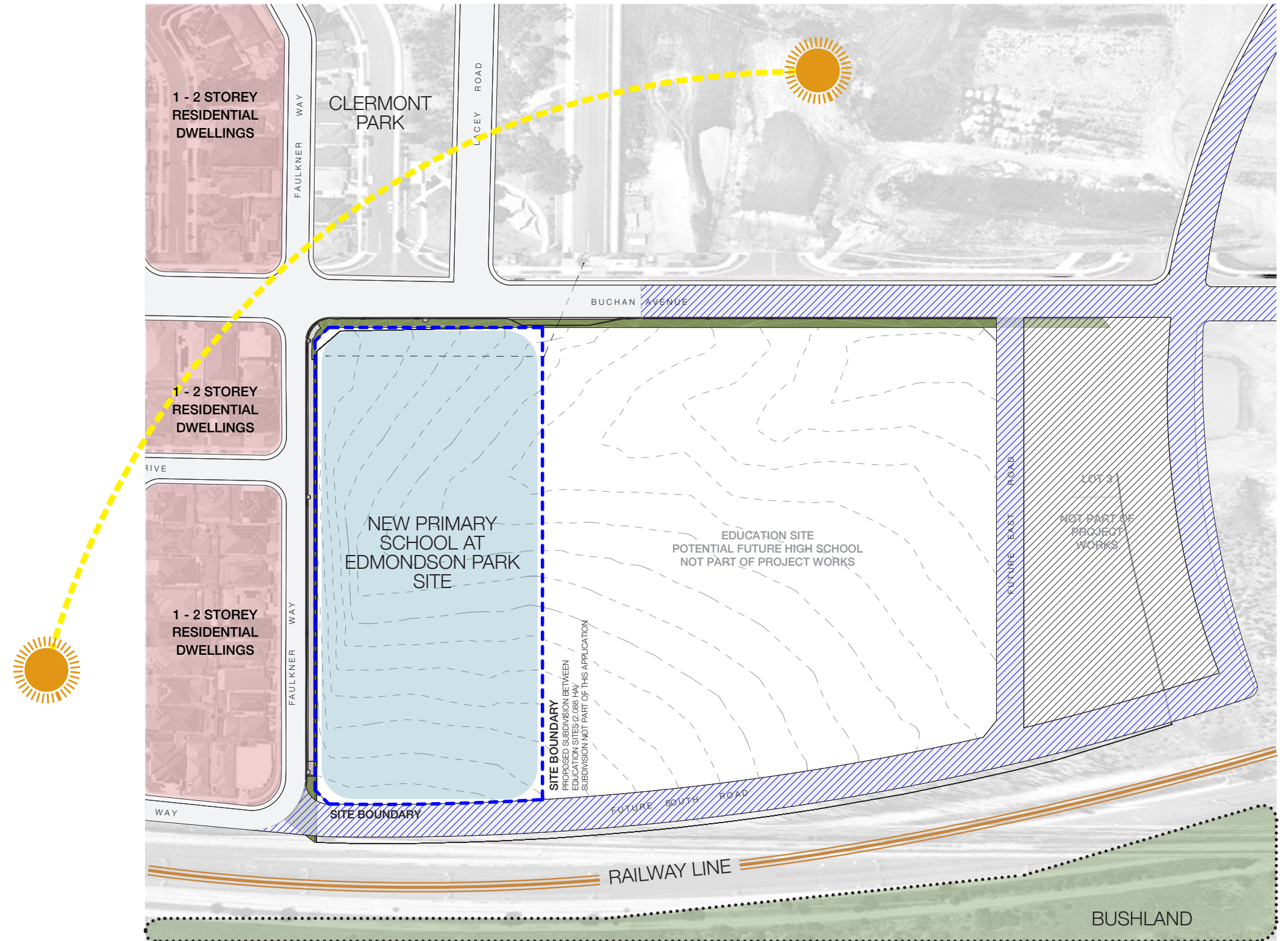
Neighbourhood

The surrounding area is predominantly residential with a mix of local businesses. The dominant residential uses are new low scale houses. There are still empty sites within Edmondson Park marked for future residential development. Ed. Square is a new town centre located south-east of the site which provides a broad range of market, retail, social, health and entertainment facilities for the neighbourhood.

Access

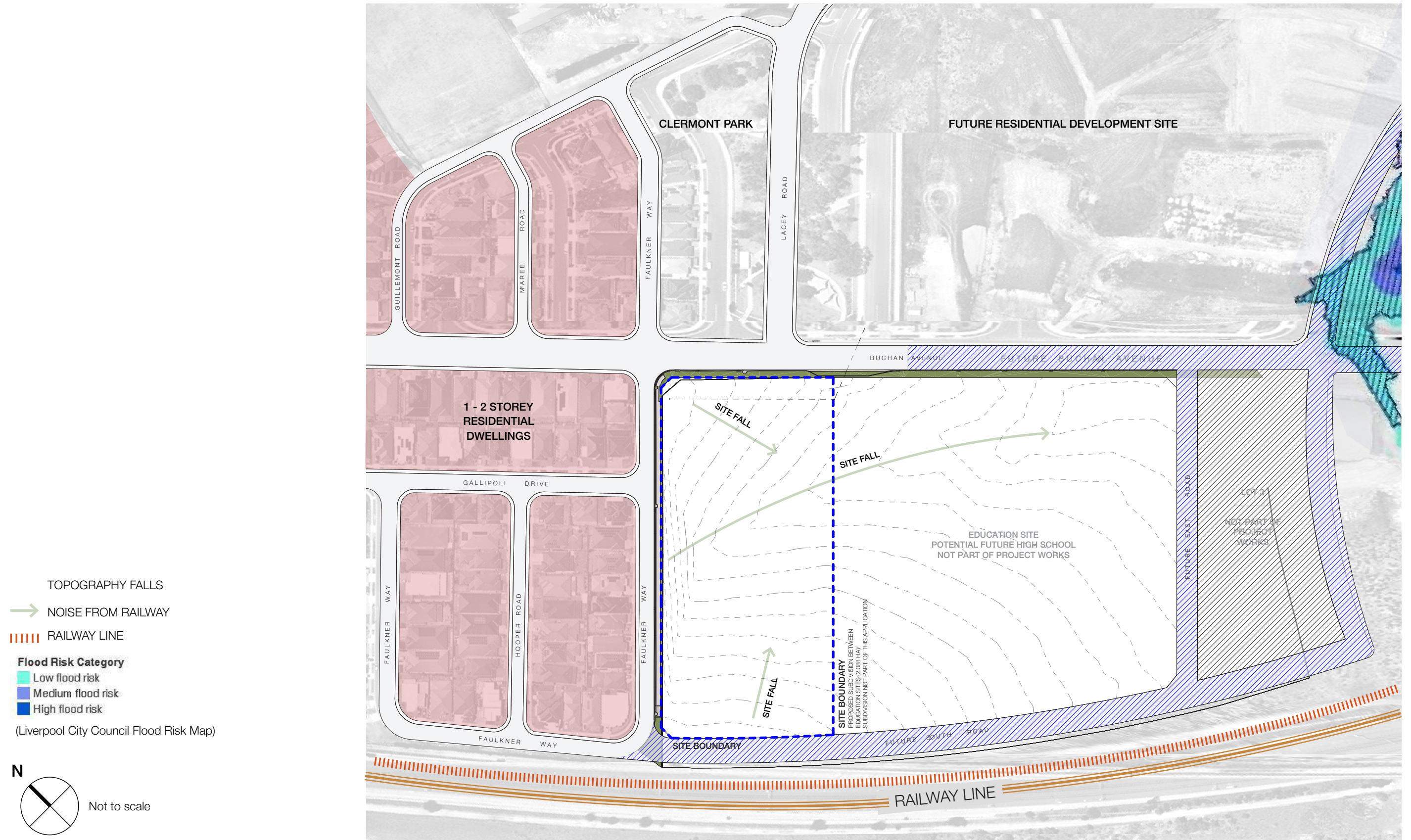
There is currently a masterplan for good public access along Buchan Avenue, with bus and cycle routes. Landcom are completing Buchan Avenue and will be constructing roads south of the site and east of Lot 2. The main entry precinct to the school will be located at Buchan Avenue. A second entry along Faulkner Way has been provided for direct access into the support unit. Vehicular access has been proposed towards the south end of Faulkner Way.

Edmondson Park Train Station is located less than 1km away from the primary school site.



4 Site Constraints

SEARS Item 3



5 Site Opportunities

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1
Better Placed - Design Objective 1, 3, 4 and 7

The site has been zoned 'R1 General Residential' which permits a range of land uses, including educational establishments and will be located in the heart of a growing residential precinct. The site is located in close proximity to Clermont Park which comprises of young native trees, hardy low level planting, open green space and covered play and picnic areas.

The site is also very close to Edmondson Park Train Station and the ED. Square town centre. There are proposed public bus networks and cycle paths along Buchan Avenue.

With this in mind, there are several opportunities that have been considered in the site planning of the new school:

1. Create a distinct identify for the New Primary School.

This will be an opportunity to promote a connectivity of the school within the wider Edmondson Park community. The site planning considers the location of the library and communal hall that can be potentially activated by community use.

2. Preserve site for future development opportunities

The school is orientated and sited to maximise open place space within the school boundaries. The single storey elements on the eastern portion of the site will promote a sense of openness at a lower scale, particularly as the Lot 2 site falls further towards to north-east.

3. Making a connection to Clermont Park

The new school buildings are sited in such a way that the open internal play space of the new school entry will create a line of sight to Clermont Park. This will foster a greater connection between the park and the school.

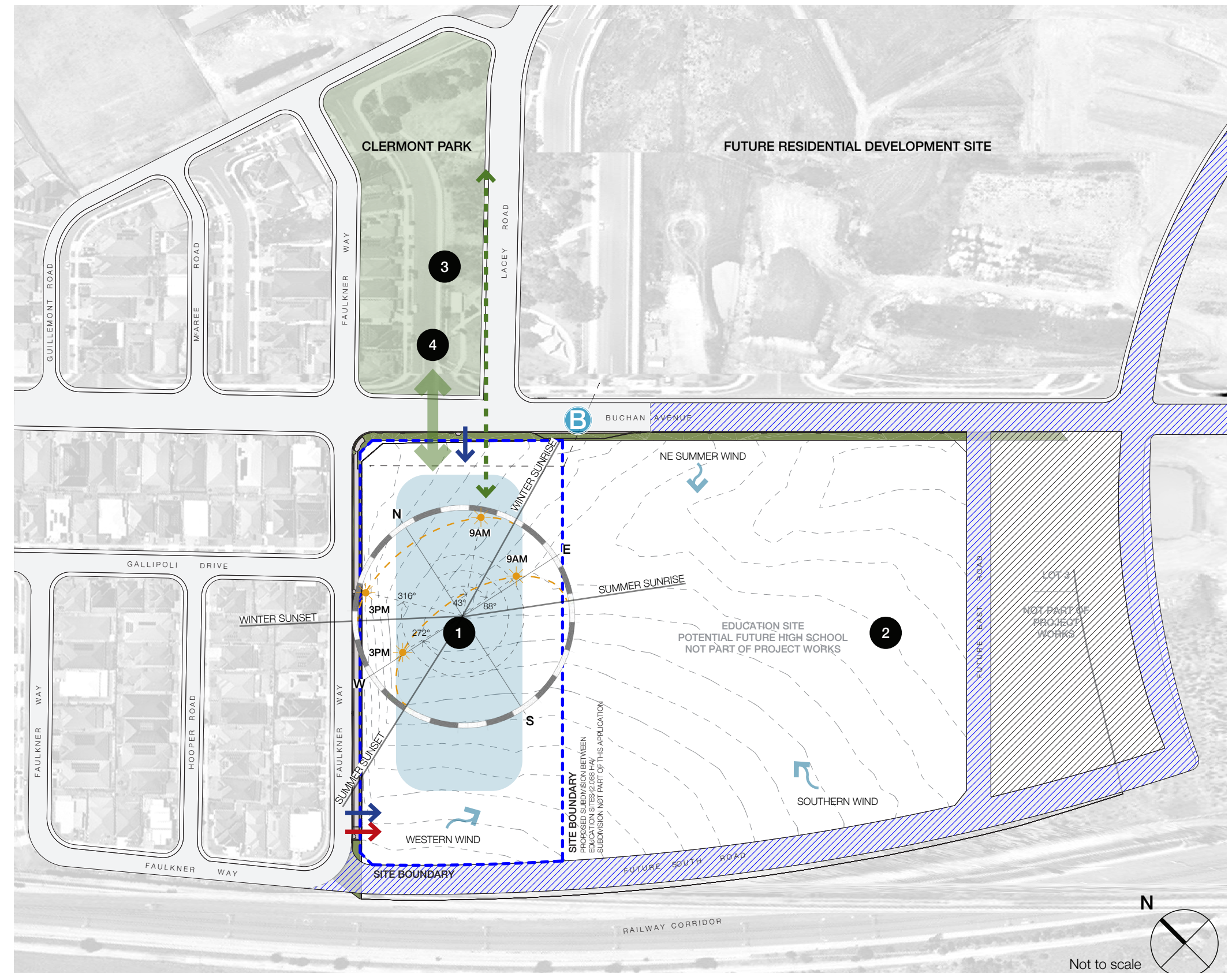
4. Strong visual and thematic connection to Clermont Park

Landscape design will consider the opportunities that would arise from a unified approach to the school site and the park.

5. Connection to Country

Consultation with Aboriginal Community Groups has been undertaken to develop ideas that provide an opportunity for a real Connection to Country.

-  BUS STOP
-  WIND DIRECTION
-  PROPOSED PEDESTRIAN ENTRY
-  PROPOSED VEHICULAR ENTRY
-  VISUAL CONNECTION
-  PHYSICAL CONNECTION



6 Alternative Design Considerations

FIRST MASTERPLAN PROPOSAL

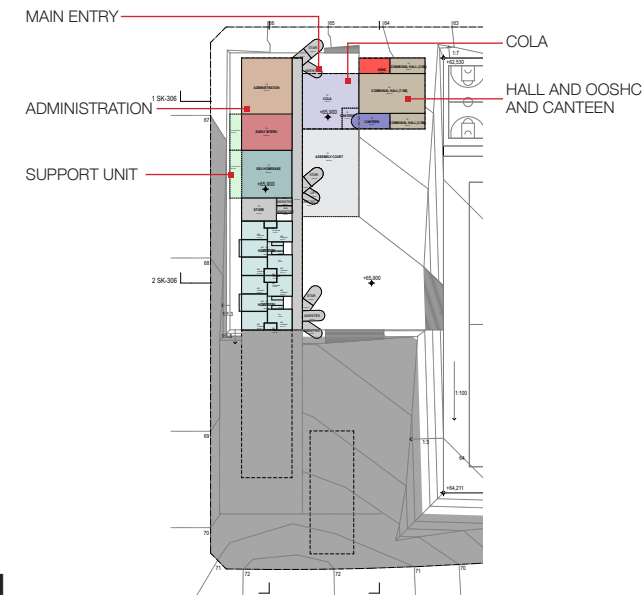
- Main entry off Buchan Avenue
- Administration is located in north-east corner of west building
- Staff unit located above administration unit
- Support unit is located adjacent to the administration unit
- All homebase hubs are located in west building
- Pre-school is located at the south end of the west building with direct access to carpark
- Hall located at north-east end of the east building (parallel to west building).
- COLA forms part of the main entry, connecting the administration and hall
- Canteen, amenities and OOSH are within hall
- Library is located above the COLA and has a prominent location along Buchan Avenue

PREVIOUS APPROVED MASTERPLAN OPTION

- Main entry off Buchan Avenue
- Administration is located in north-east corner of west building
- Support unit is located adjacent to the administration unit
- Staff unit is located further south of the support unit.
- All homebase hubs are located in west building
- Pre-school is located at the south end of the west building with direct access to carpark
- Hall located at north-east end of the east building (parallel to west building).
- Covered walkway link between administration and hall at eastern end of buildings.
- COLA is located south of the hall
- Canteen, amenities and OOSH are within hall
- Library is located in east building, south of the hall

APPROVED MASTERPLAN OPTION WITH MODIFICATION

- Main entry off Buchan Avenue
- DfMA grid has been overlaid
- Administration is located in north-east corner of west building
- Support unit is located adjacent to the administration unit
- Staff unit is located further south of the support unit.
- All homebase hubs are located in west building
- Pre-school is located at the south end of the west building. It has been set back from the main facade. Direct access to carpark maintained.
- Hall located at north-east end of the east building (parallel to west building).
- Covered walkway link between administration and hall at north end of buildings.
- COLA is located south of the hall
- Canteen, amenities and OOSH are within hall
- Library is located in east building, south of the hall

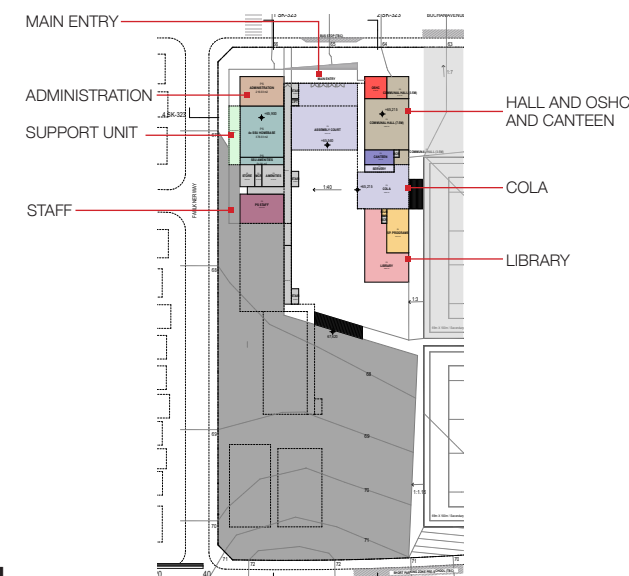


Ground

FIRST MASTERPLAN PROPOSAL

Scheme by another architectural firm

Not to scale

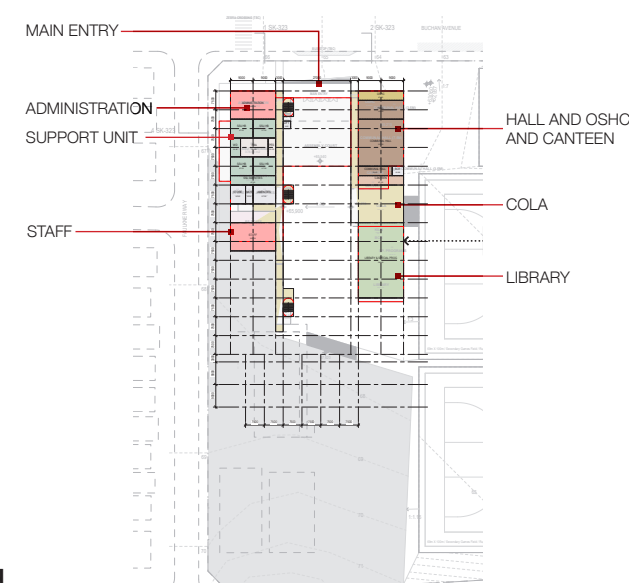


Ground

PREVIOUS APPROVED MASTERPLAN OPTION

Scheme by another architectural firm

Not to scale

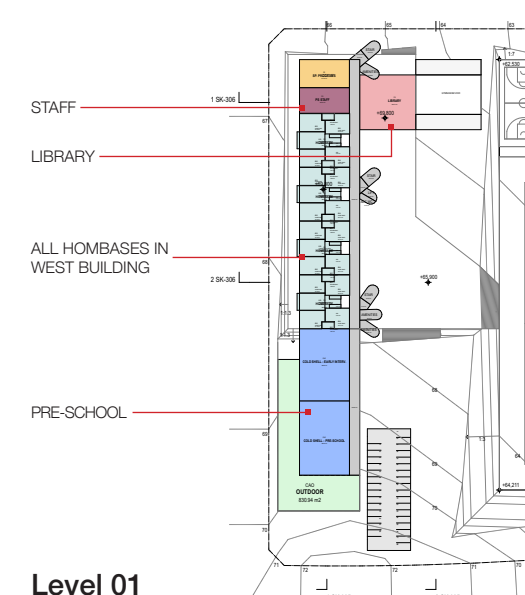


Ground

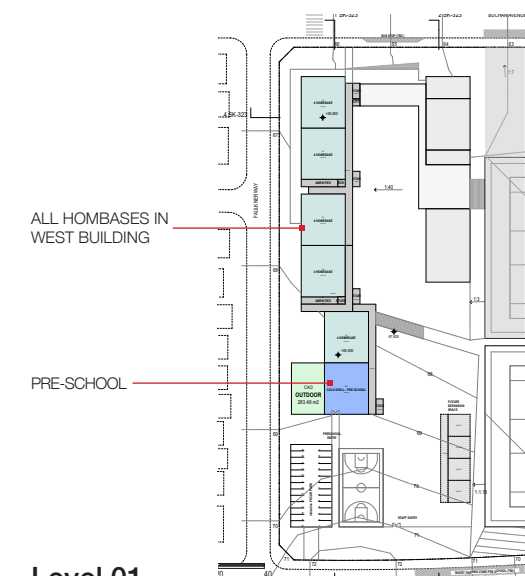
APPROVED MASTERPLAN OPTION WITH MODIFICATION

Scheme by another architectural firm

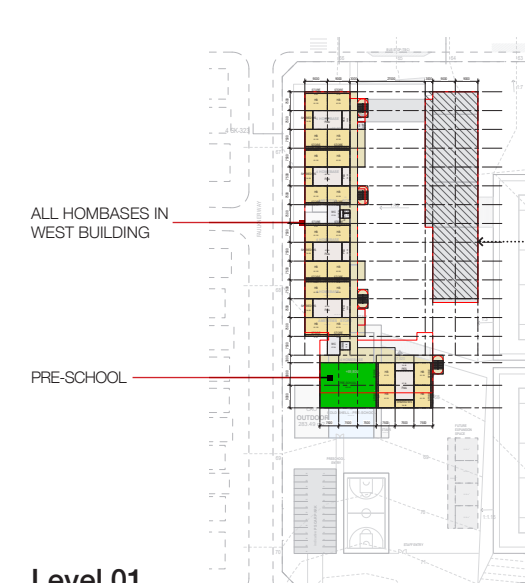
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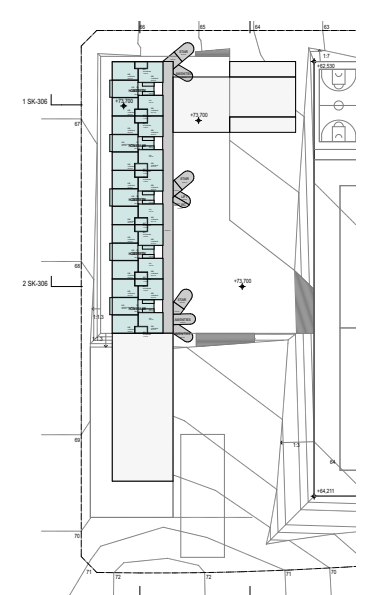
Level 01



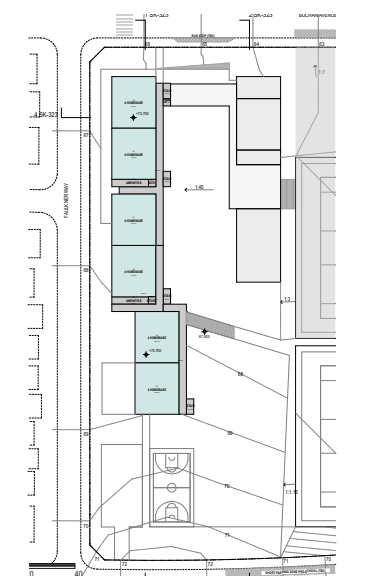
Level 01



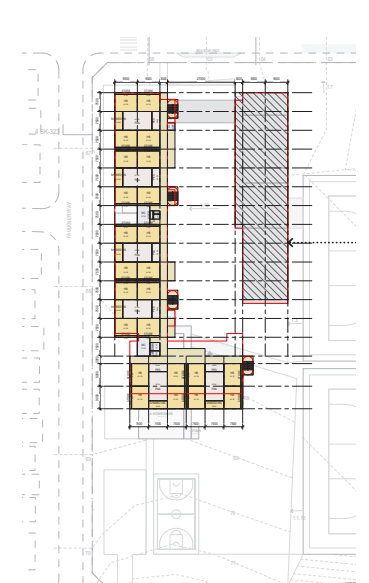
Level 01



Level 02



Level 02



Level 02

CONCEPT DESIGN

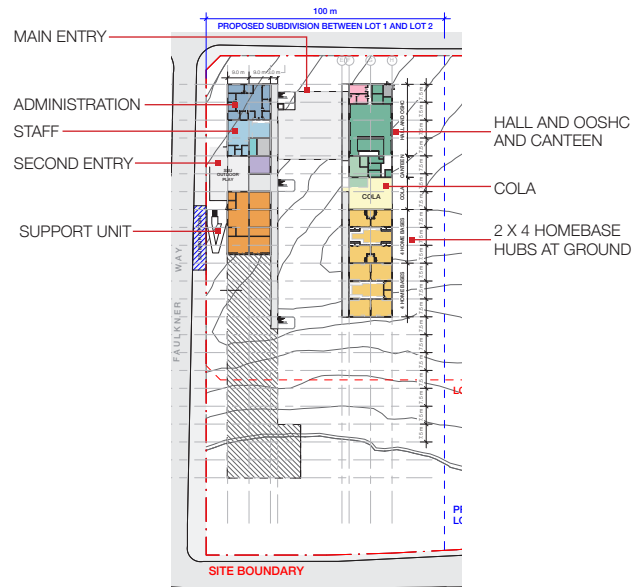
- Main entry off Buchan Avenue
- Second entry off Faulkner way with accessible pathway to support unit and dedicated support unit play space
- Administration located in north-east corner of the west building
- Staff unit co-located with administration
- Support unit further south with dedicated play space
- Library located in the west building directly above the administration unit
- Majority of homebase hubs located in west building
- Hall located at the north-east end of the east building (parallel to west building)
- Canteen, amenities and OOSHC are within hall
- COLA located south of hall
- 2 x 4 homebase hubs located at ground level south of the hall and COLA
- Parking and waste area located to the south of the site

SCHEMATIC DESIGN

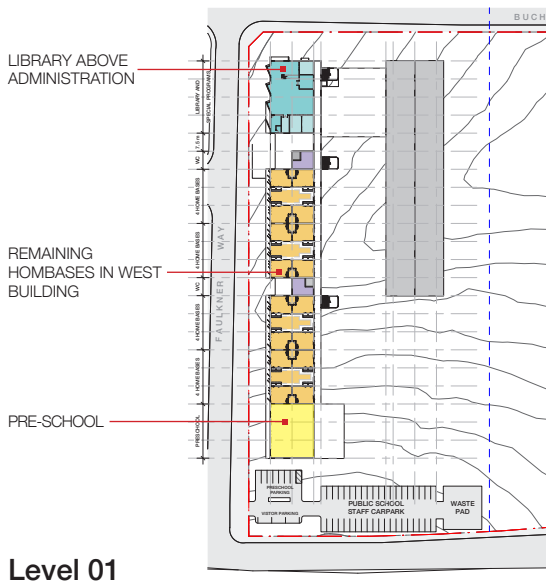
- Main entry off Buchan Avenue
- Second entry off Faulkner way with accessible pathway to support unit and dedicated support unit play space
- Proposed drop off on Faulkner Way with bus bay on Buchan Avenue
- Administration located in north-east corner of the west building
- Staff unit co-located with administration
- Support unit further south with dedicated play space
- Library located in the west building directly above the administration unit
- Majority of homebase hubs located in west building
- Hall located at the north-east end of the east building (parallel to west building)
- Separate entry to Hall proposed for after hours access with appropriate fencing to separate main part of the school from Hall and COLA
- COLA located south of hall
- Canteen and amenities separated from Hall but adjacent to and within COLA
- Covered walkway moved south to link secondary entry on Faulkner Way to COLA
- 2 x 4 homebase hubs located at ground level south of the hall and COLA
- Parking and waste area located to the south of the site

Ground

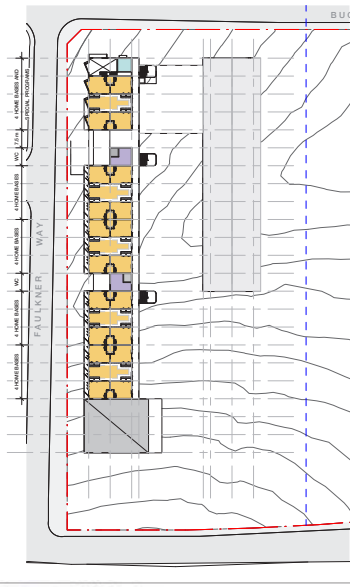
CONCEPT DESIGN
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Level 01

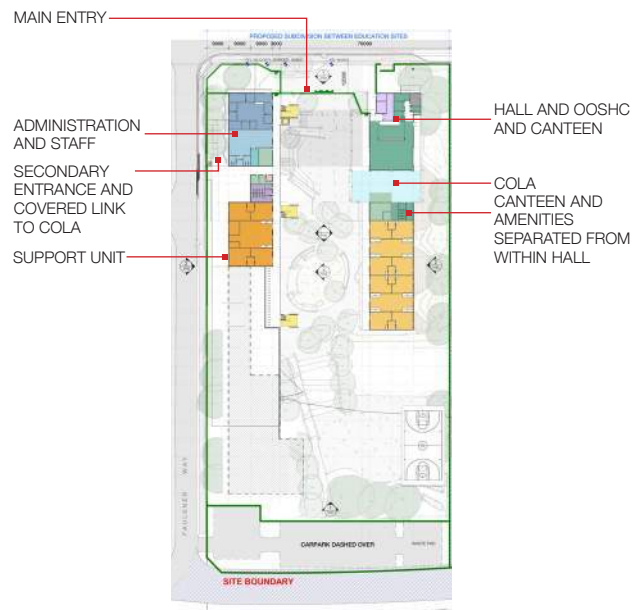


Level 02

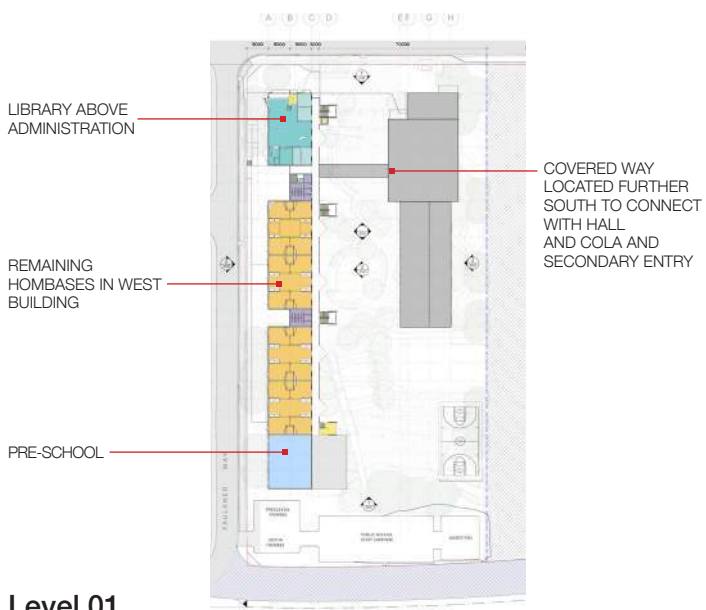


Ground

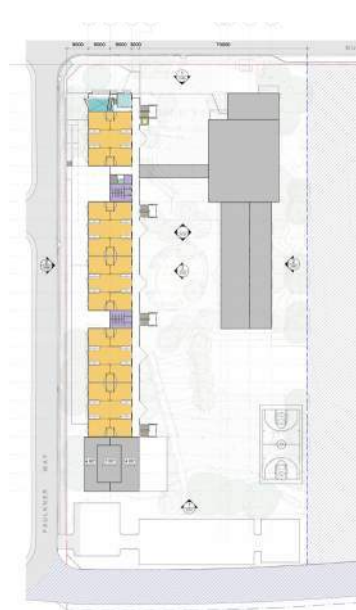
SCHEMATIC DESIGN
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Level 01



Level 02



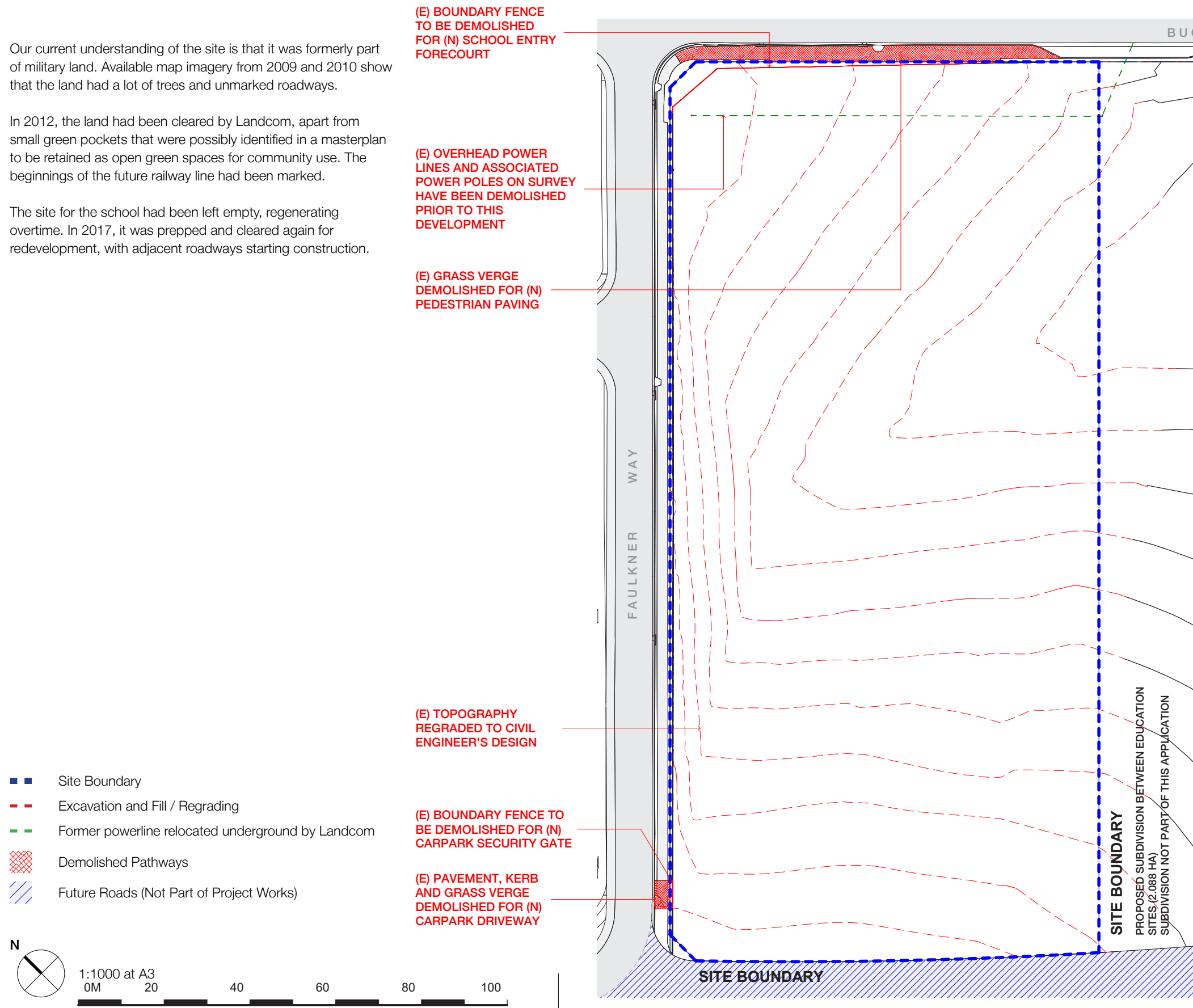
7 Existing Site Development History

SEARS Item 5

Our current understanding of the site is that it was formerly part of military land. Available map imagery from 2009 and 2010 show that the land had a lot of trees and unmarked roadways.

In 2012, the land had been cleared by Landcom, apart from small green pockets that were possibly identified in a masterplan to be retained as open green spaces for community use. The beginnings of the future railway line had been marked.

The site for the school had been left empty, regenerating overtime. In 2017, it was prepped and cleared again for redevelopment, with adjacent roadways starting construction.



2010



2012



2017



2020

8 Connection with Country

SEARS Item 9

Better Placed - Draft Connecting with Country

Designing with Country

Better Placed - Design Objective 1, 3, 4 and 7

The site is located within a transitional area comprising the traditional lands of three different language groups of the Dharug, Tharawal and Gundungurra people.

The area is within the rapidly growing southwest Sydney region developed by Landcom providing a town centre, residential areas, community facilities and parks. Adjacent areas immediately to the north and east of the site are yet to be developed. The south of the site is bounded by a new train line but beyond remains a large regional park of the Cumberland Plain. To the north-west, housing has been built over the past 5 years and a small remnant of Cumberland Plain has been retained as a small park within the growing neighbourhood.

Our initial steps to Connect with Country led us to meet with Aunty Glenda Chalker, a representative from Cubbitch Barta Native Title Claimants Aboriginal Corporation.

Kelleher Nightingale Consulting have previously prepared an Aboriginal Heritage Assessment, including a full consultation process with registered Aboriginal stakeholders, for Landcom and subsequent to that an Assessment of Impact on Aboriginal Cultural Heritage for SINSW.

The reports identified that within the wider Edmondson Park South area, a series of open artefact scatters and isolated findings existed. This included a site identified within the proposed school site which has since been destroyed under an AHIP and no longer extant.

In our discussions with Aunty Glenda she noted that the area had changed significantly and much of it difficult to recognise. She made reference to the broader context of the Cumberland Plain, creek beds, waterways and original walking tracks that were in the area along with acknowledgement of the findings of various stone types of artefacts indicative of trading that would have occurred. There was also discussion around animal and bird life that related to the area. A diversity of Language is significant to the area.

Some initial concepts have taken guidance from the discussion with Aunty Glenda and informed the project principles. Ideas of gathering, connecting with the Cumberland Plain, including gardens and edible plants, providing space for community gathering and physical representation of Aboriginal history and stories to be integrated into the project such as through landscape design, art work, space planning and use of Language.

Aunty Glenda mentioned that there were many sites throughout the area where stone tools and the remnants from making tools were evident. It was noted that there are no natural stones in this area and stones would have been traded. Tools were mainly made of stones such as Mudstone, Red Siltstone and Grey Siltstone. An initial concept from discussion would be the appropriate placement of stones within the landscape or built form that speak about the stone tools and the way in which they were traded.

Further engagement with Aboriginal Community Groups has been sought to continue walking country. We have reached out to the Darug Custodian Aboriginal Corporation and Kamilaroi Yankuntjatjara Working Group to continue the pathway in helping us understand how this project could connect more deeply to Country.

PLACE OF GATHERING



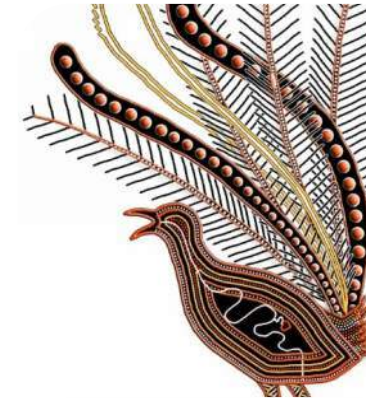
BUSH TUCKER AND MEDICINAL PLANTS



CUMBERLAND PLAIN



TREES



LYREBIRD



COMMUNITY



LANGUAGE

STONES



Not to scale

9 Design Principles

SEARS Item 5

Design Guide for Schools - Education SEPP Design Quality Principles

Better Placed - Design Objectives 1, 2, 3, 4, 5, 6 and 7

Better Placed - Draft Connecting with Country

Designing with Country



COMMUNAL GATHERING SPACE



ENTRY FORECOURT



VISIBLE AND PHYSICAL LINK

- Site Boundary
- Proposed Building Footprint
- ↔ Physical Connection
- ↔ Visual Connection
- Pedestrian Entry
- Vehicular Entry



PLACE

- Open and welcoming entry forecourt and landscaped amphitheatre creating a seamless transition from the public entry into the central school space.

IDEAS FOR DEVELOPMENT

- Use of appropriate stones in places to speak about the tools and the way in which they were traded.
- Representation of significant animals such as the lyrebird that is a totem of the area

PLACE

- Open and welcoming entry forecourt
- Building edge as boundary and recessed fence to allow for deep public space at the entry pathway

IDEAS FOR DEVELOPMENT

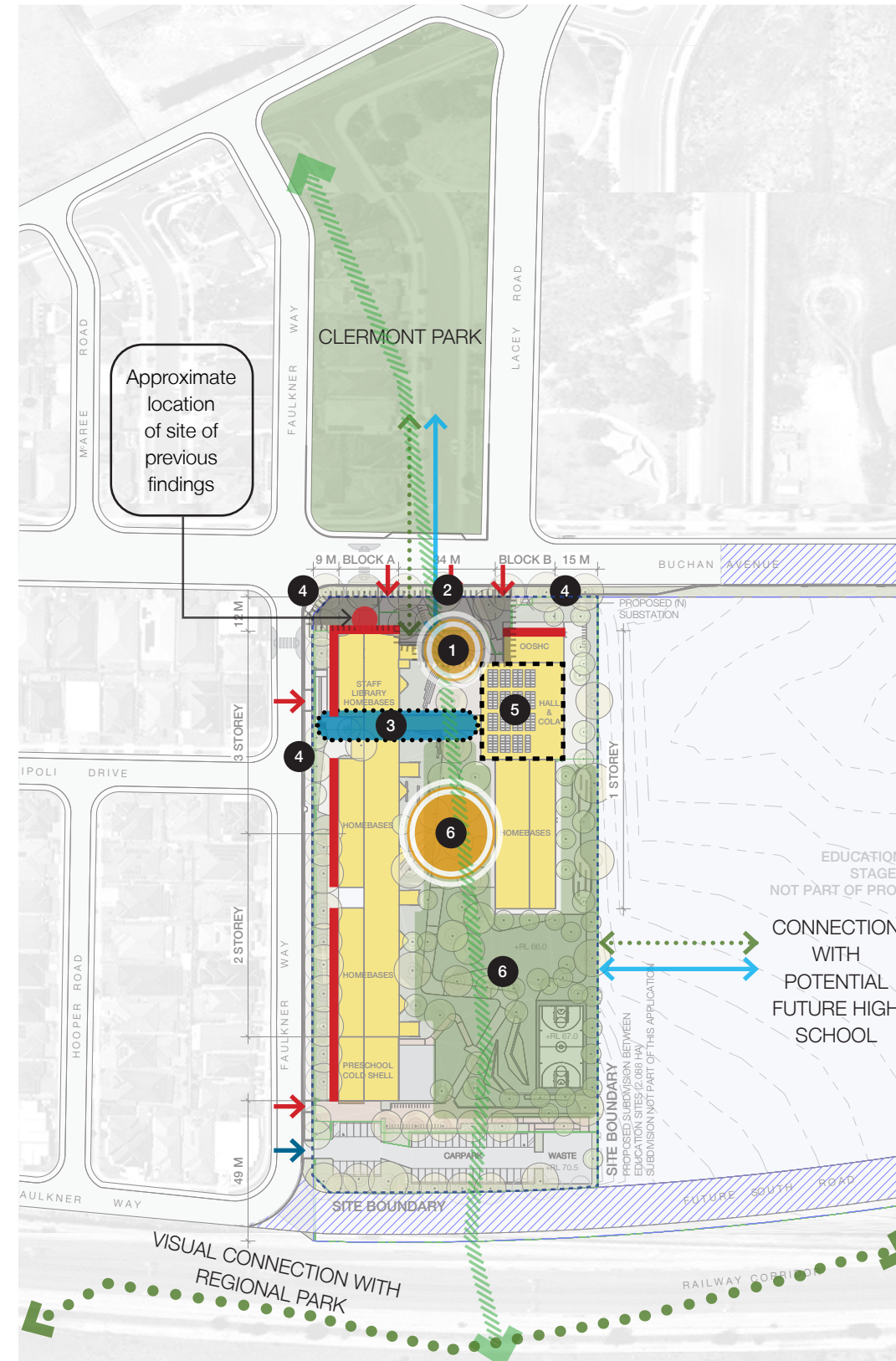
- Use of appropriate stones in places to speak about the tools and the way in which they were traded.
- Referencing trade routes, walking tracks or waterways that exist beyond the site boundaries - through mapping, graphics and language

PLACE

- Visible links from external entries into the school grounds and shared spaces to promote a sense of welcome.

IDEAS FOR DEVELOPMENT

- Building naming and use of language for wayfinding and identifying character and place



PLACE

- Building frontage (including landscape treatment, fences and pathways) to be identifiable as a place of welcome, that is responsive to its environment.

IDEAS FOR DEVELOPMENT

- Use of colours that references the surrounds
- Use of materiality such as stones that reference trade routes
- Referencing trade routes, walking tracks or waterways that exist beyond the site boundaries - through mapping, graphics and language

PLACE

- Library, communal hall and COLA as opportunities for shared use with the community

IDEAS FOR DEVELOPMENT

- Nature and location of a Yarning Circle, with possible connection to the hall for community use
- Establish a zone for growing plants that can demonstrate connection to country. This could become a community zone with elders providing regular support and input

PLACE

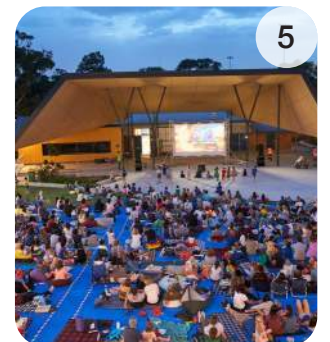
- Central open play space

IDEAS FOR DEVELOPMENT

- Establish a zone for growing plants that can demonstrate connection to country. This could become a community zone with elders providing regular support and input
- Use of vegetation that referenced the way in the Cumberland Plain is a modified landscape. Use of open grasses and trees that allow for visibility with sightlines from particular parts of the school



STRONG STREET PRESENCE



COMMUNAL USE



PROGRAMMED GREEN SPACE

10 Context, Built Form and Landscape

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1
Better Placed - Design Objective 1, 3, 4, 5 and 7

The proposed new school is designed as two main building forms that are in parallel and positioned in the long direction in a north-east to south-west orientation to align with the boundary to Faulkner Way.

The positioning of the two buildings is guided by key factors of the existing site and context.

The main building on the north-west boundary is the longer 3 storey structure that houses administration, library and the majority of the learning spaces with a single storey pre-school at the southern end. The second single storey building located along the south-east boundary contains the hall (including after school care facility), a COLA and a smaller grouping of learning spaces. The positioning of the two buildings allows for suitable setback distance from the boundary but also a large central landscaped area which is the main play space and assembly area for the school.

The central landscaped area is designed to meet Buchan Avenue at grade. The school fence line has been set back from the boundary to provides a large welcoming forecourt into the school precinct. This is the main formal and communal entry into the school. A sensitive transition of levels is incorporated into the design to provide accessible and gentle access throughout the open areas and play space of the school whilst integrating shallow steps and amphitheatre settings that respond to the hall and the COLA outside the hall.

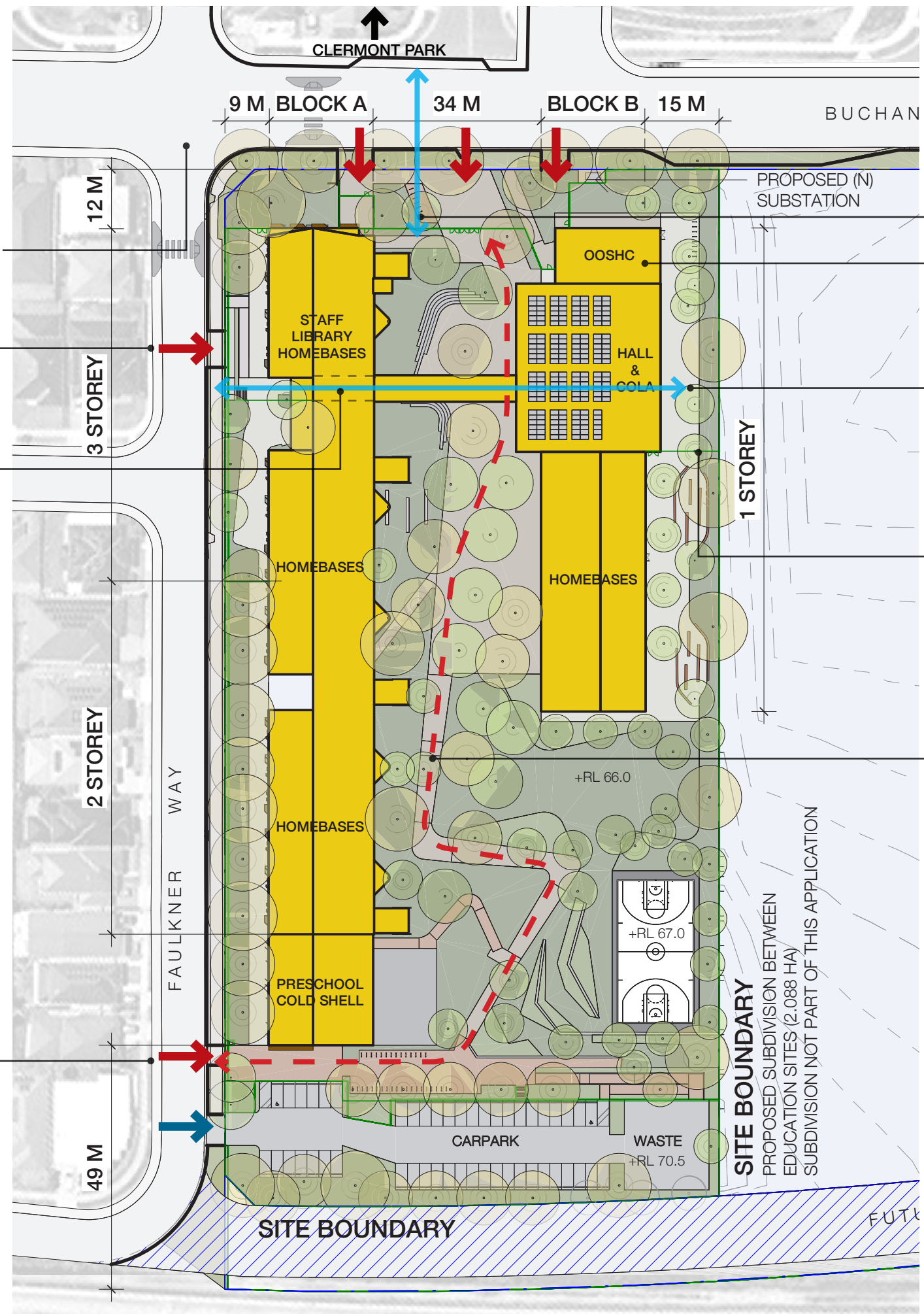
Further south the play space rises up in level to meet the higher side of the site at the south western boundary defined by a series of terraced areas of play space of varying character. The parking for the school, pre-school and waste storage area are located at the south western end of the site. This location is appropriate as it is well positioned off South Road (with vehicle entry points at South Road and the southern corner at Faulkner Way. Parking is located away from the main entry and primary pedestrian areas around the front and side of the school. There will be alternative access provided into the site from the carpark.

Building edge proposed as the secure line to promote a positive school street presence and enhance visual link to Clermont Park and neighbouring houses. Proposed electronic school signage at administration entry. Secondary school entry provided with accessible ramp down into the site

Break in the building to incorporate an entry gate and accessible ramp into the site. This arrangement provides a strong visual connection to the hall and the landscaped areas and play spaces.

Separate pre-school entry

- Site Boundary
- Proposed Building Footprint
- Proposed Trees
- ▨ Future Roads (Not Part of Project Works)
- Secure Fence Line
- ➔ Pedestrian Entry
- ➔ Vehicular Entry



Main Entry
The openness of the forecourt and central landscaped space provides strong visual link to Buchan Avenue and to Clermont Park

OOSH close to entry, with direct access to Hall. Fence line set back to provide separate entry

Covered walkway links the COLA over to Block A and beyond

Fencing strategy to enable the Hall and COLA for out of school hours community use without entry into school grounds

Accessible pathways are integrated into the landscape to provide access to the main administration entry to the north-west and the hall to the south-east

11 The Proposal

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1

Better Placed - Design Objective 4 and 5

- The library has been located on north-west corner of Block A above administration. The library in this location will be a double height space and be a prominent element in the building facade presenting a more communal public elevation to the street and neighbourhood, with potential shared use by the community
- The communal hall has been located on the north-east corner of Block B. This location will be a prominent element along Buchan Avenue and will also present a more communal public elevation with potential shared use by the community
- The special support unit is located further south of the administration. It has a dedicated outdoor play area with accessible pathway to Faulkner Way, in proximity to the pick-up and drop-off facility.
- 2 x groups of 4 homebase hubs are located in the east building, south of the Hall at ground level only
- Remaining homebases are south of Block A over two levels
- Pre-school coldshell is located at the southern end of Block A
- A secondary entrance has been located along Faulkner Way
- Covered link between hall and Block A

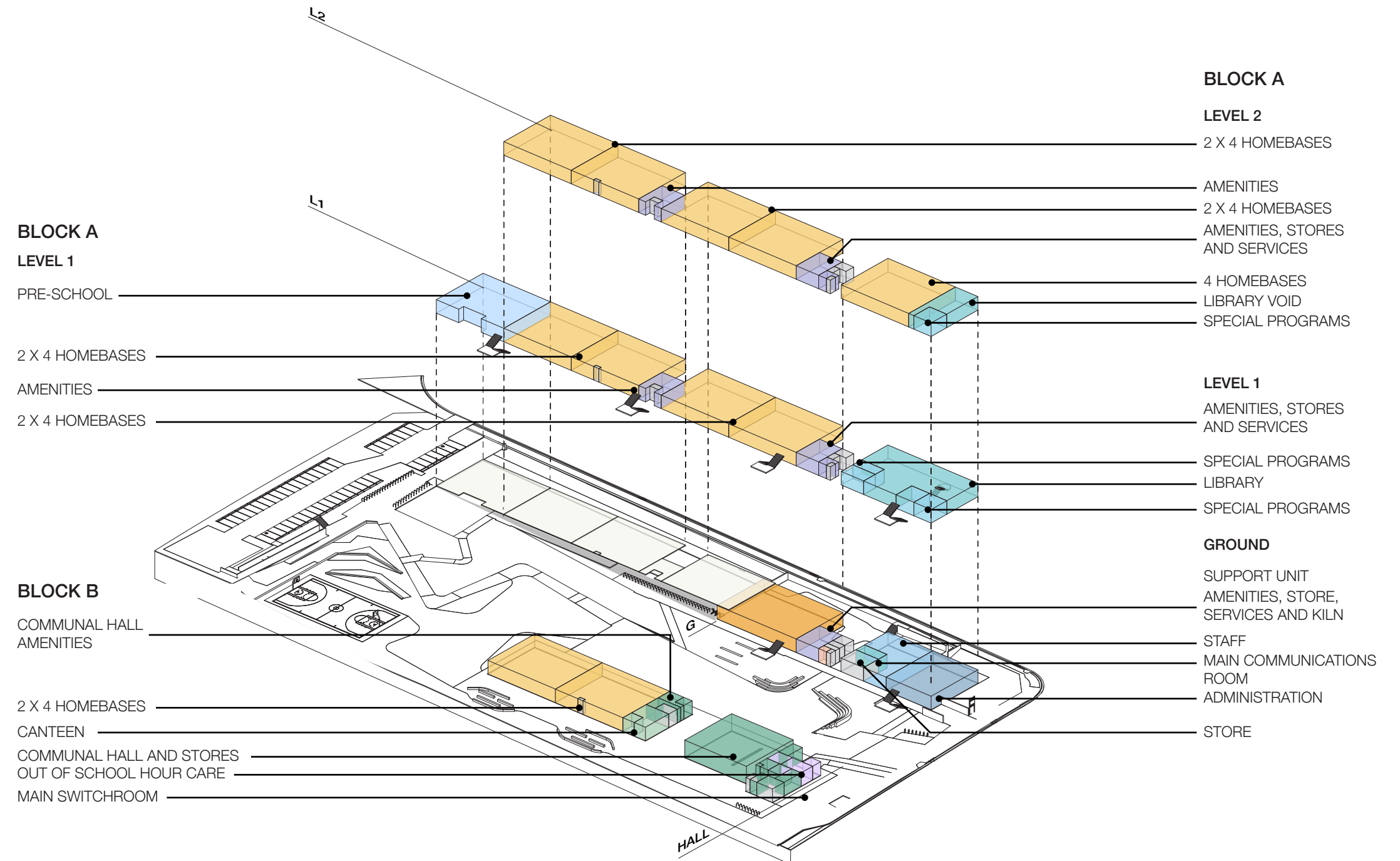


Diagram not to scale

12 Public Domain and Community Use

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 3, 5 and 6

Better Placed - Design Objective 1, 3, 4 and 7

Better Placed - Draft Connecting with Country

Designing with Country

The new school and its facilities will promote positive community connections in a growing neighbourhood that is well connected by train, bus and bicycle networks.

The siting of the proposed new school at the intersection of Buchan Avenue and Faulkner Way will present a strong street presence. The buildings are set back from both streets to allow for a landscape buffer that will provide a large welcoming forecourt into the school precinct and also enable visual privacy for neighbours.

The large central landscaped area will be considerate and thoughtful to the commitment to connect with country. This will also visually connect with Clermont Park and the regional park across the train line.

The proposed library and hall of the new school has been located towards Buchan Avenue which will be visually engaging and enable community use after school hours.

The pre-school has been located along Faulkner Way, towards the end of the main body of the school. Being a single storey building with a separate entry and dedicated pre-school carpark zones, the pre-school will be a distinct facility for the school community.



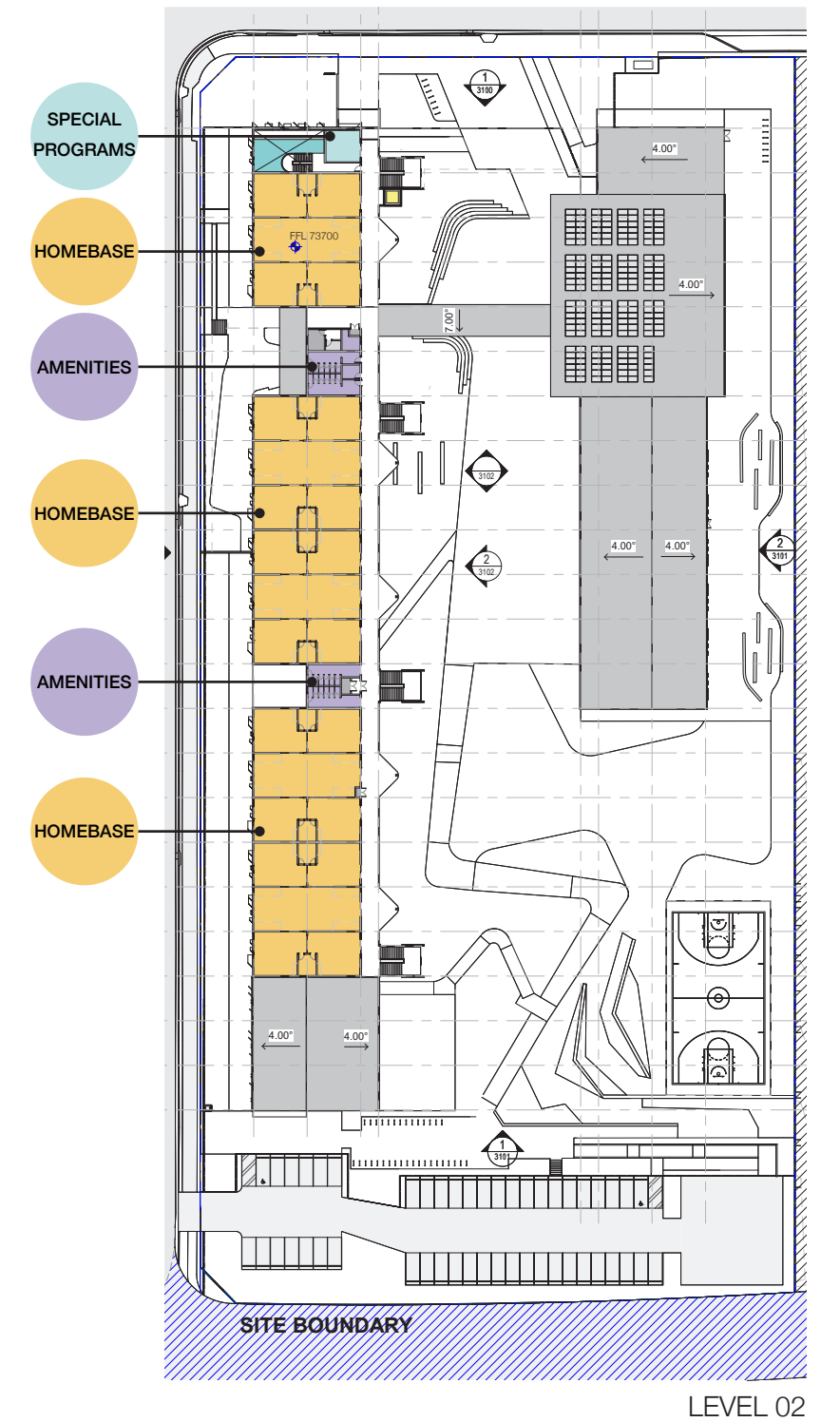
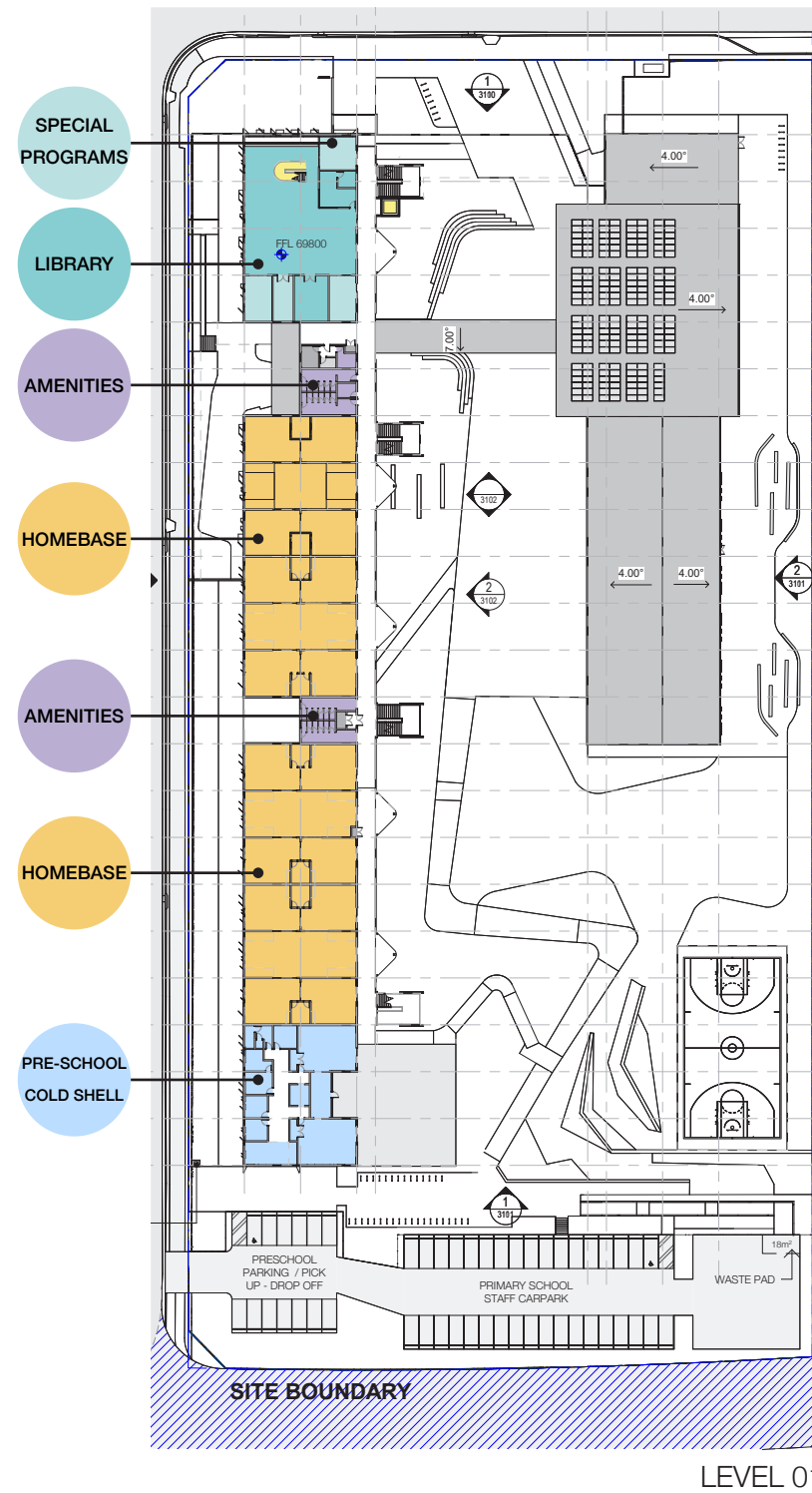
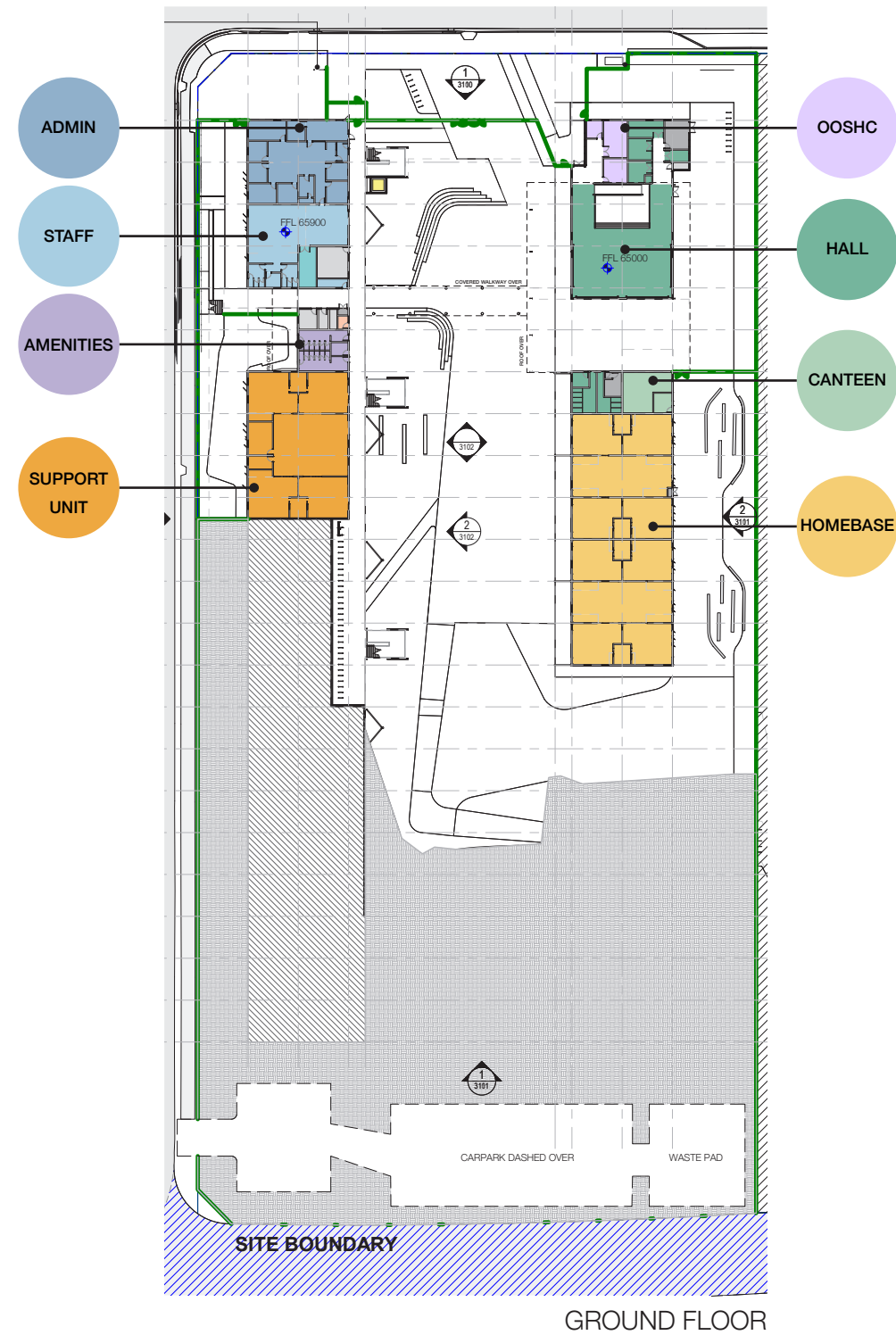
Diagram not to scale

13 Floor Plans

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 3, 4, 5 and 6

Better Placed - Design Objective 4 and 5



14 Elevations

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1 and 7

Better Placed - Design Objective 1 and 7



FAULKNER WAY ELEVATION | 1:500 at A3



BUCHAN AVENUE ELEVATION | 1:500 at A3





INTERNAL ELEVATION - SCHOOL BUILDING ALONG FAULKNER WAY | 1:500 at A3



EAST SCHOOL BUILDING ELEVATION | 1:500 at A3



INTERNAL ELEVATION - EAST SCHOOL BUILDING | 1:500 at A3

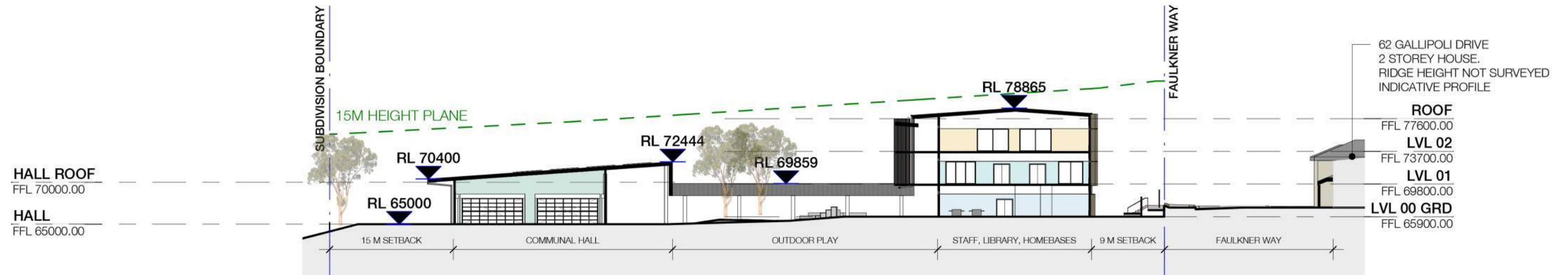


15 Sections

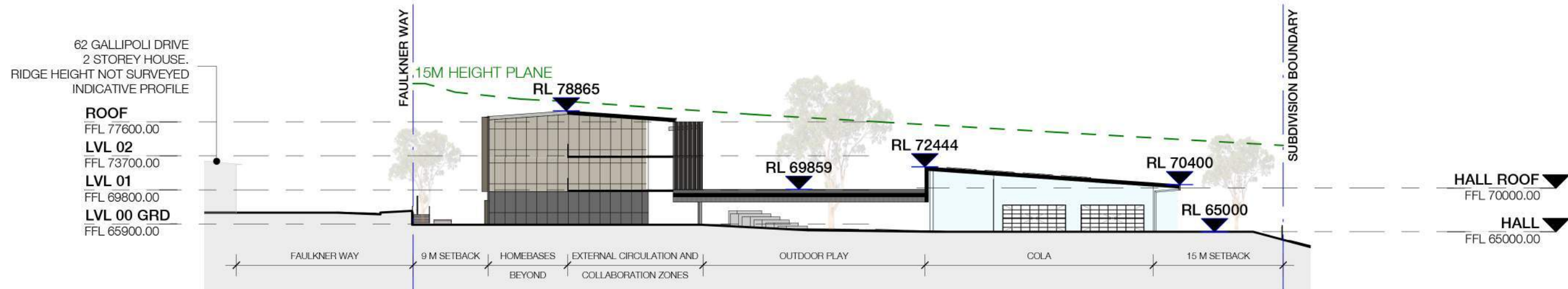
SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1 and 7

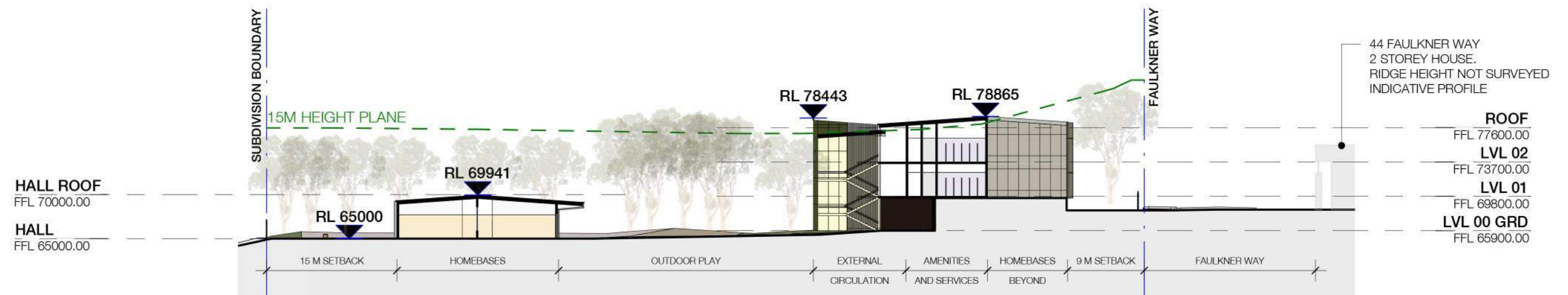
Better Placed - Design Objective 1 and 7



SECTION 1 | 1:500 at A3

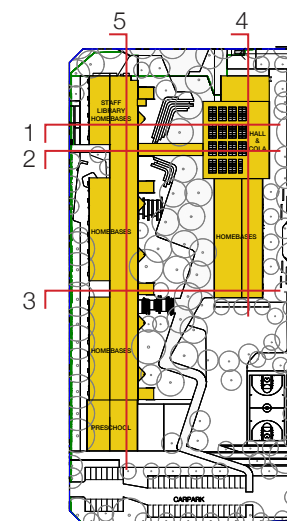


SECTION 2 | 1:500 at A3



SECTION 3 | 1:500 at A3





SECTION 4 | 1:500 at A3

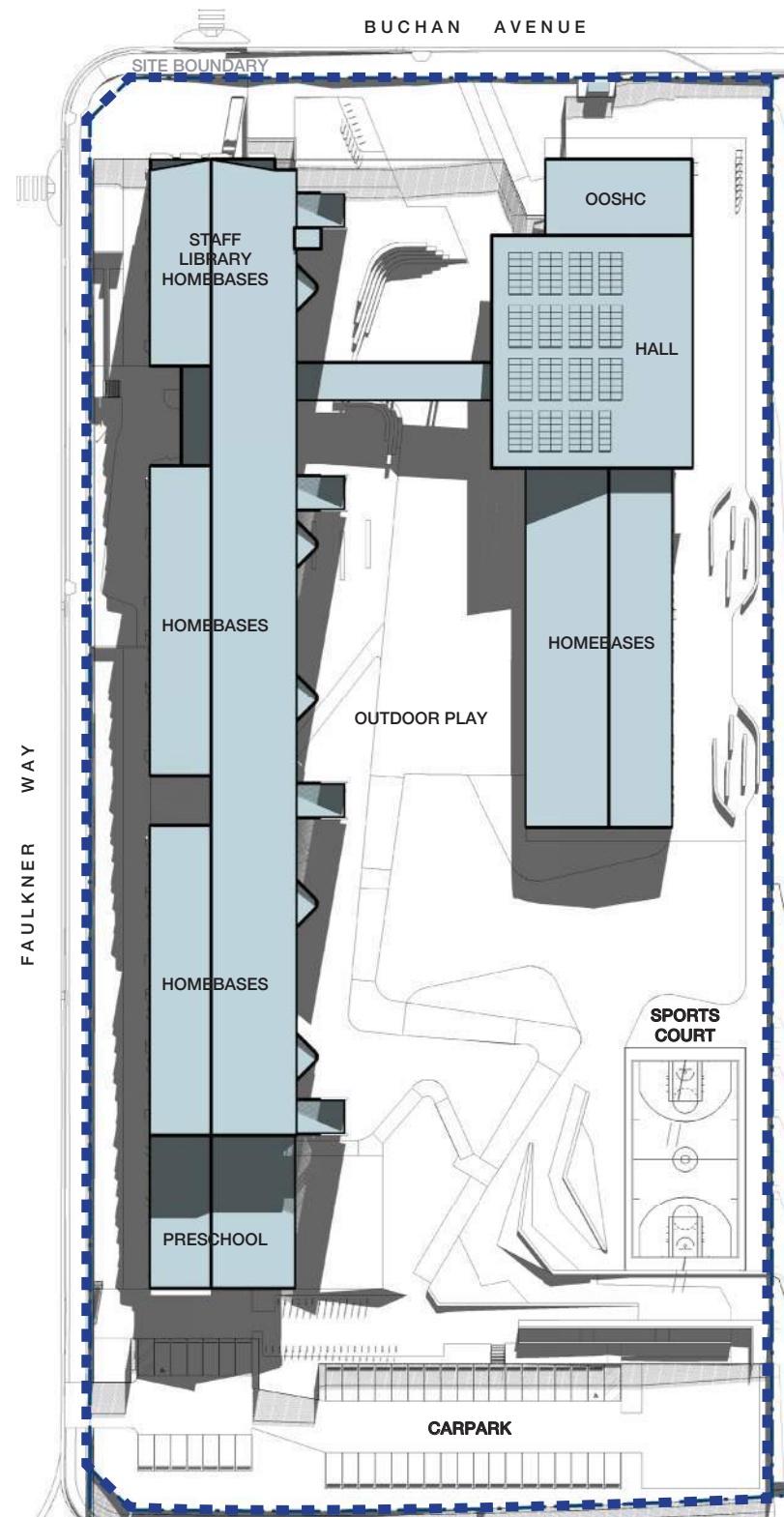


SECTION 5 | 1:500 at A3

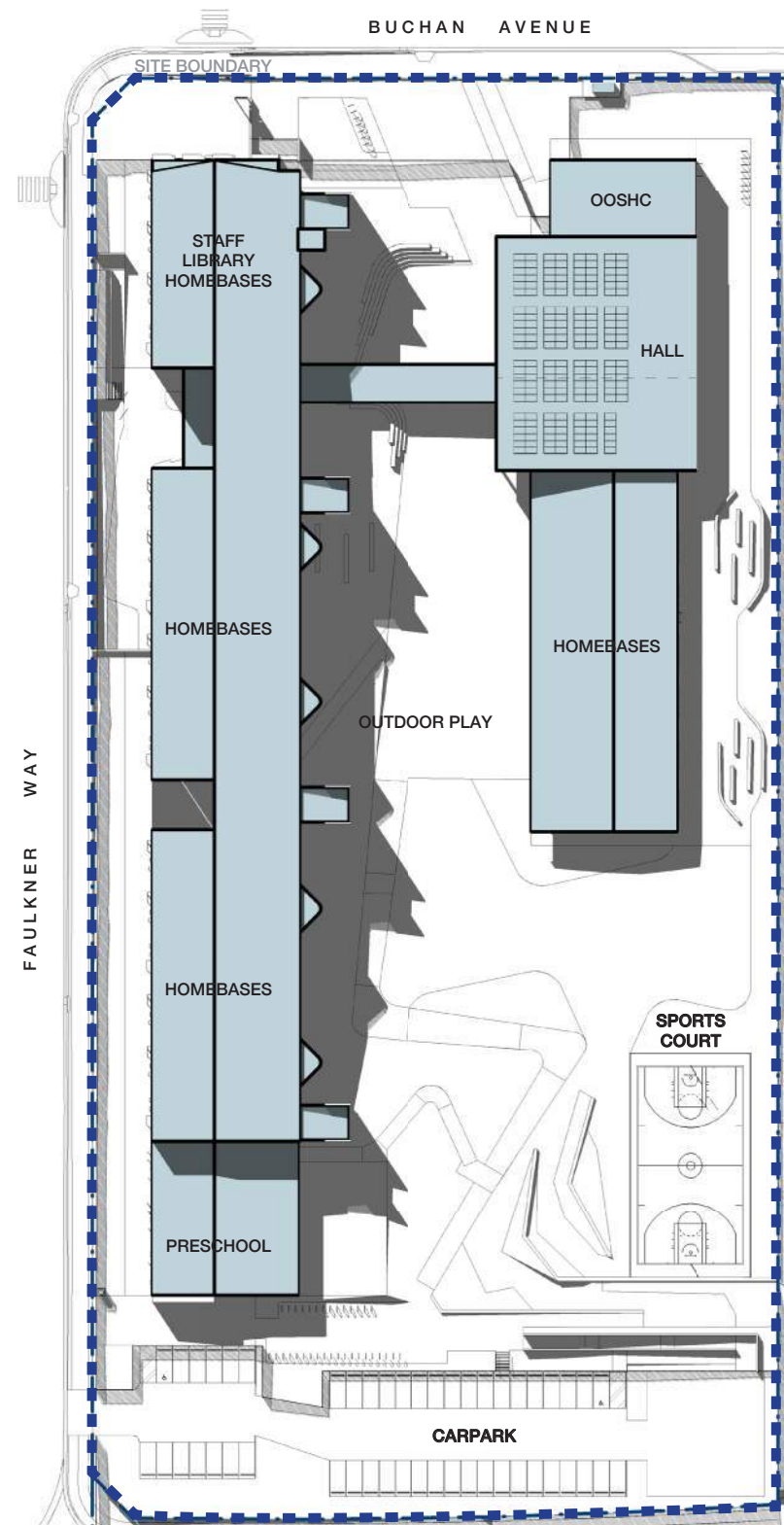


16 Shadow Diagrams

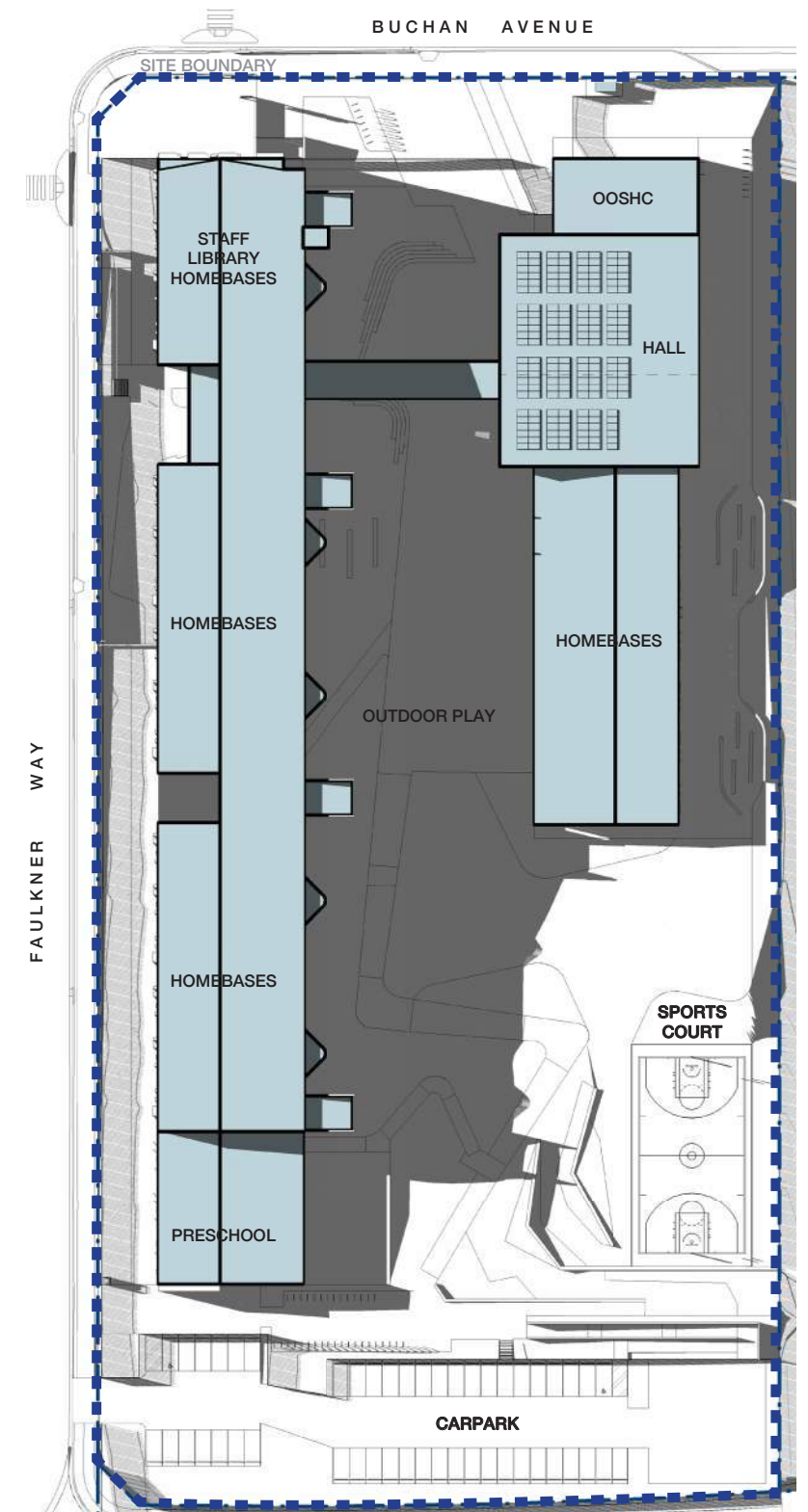
SEARS Item 5



WINTER SOLSTICE 9AM



WINTER SOLSTICE 12PM



WINTER SOLSTICE 3PM



17 Environmental Amenity

SEARS Item 5
Design Guide for Schools - Education SEPP Design Quality Principle 3, 4 and 5
Better Placed - Design Objective 3, 4 and 5

INTERNAL ENVIRONMENT

The proposed buildings are predominantly housing learning spaces (homebases) grouped as 4 classes with a central shared studio and practical activities areas. These hubs of 4 are repeated along the length of the Block A and a smaller group within Block B. The floor plate is 18m in depth with covered walkways to one side. On both sides, maximum glazing and openings are proposed and the central shared learning area to be unencumbered so as to maximise cross ventilation and daylight from both sides.

The library is a large space with access to external facade on three sides and large windows providing ample daylight and ventilation to the space.

The open planning between homebases also promotes shared ventilation and light throughout the depth of the building to maximise visual amenity and outlook across the floor plate to both sides.

Shading devices on the north-western facade and the covered walkway provide protection from direct summer sun and weather protection along the walkways and main circulation spines. The shading devices also assist with visual privacy to the neighbouring residents and for the students within the learning spaces.

The administration building has access to external facade on all three sides and has openable windows to all office spaces around the perimeter.

Ceiling heights throughout are a minimum of 2.7m. This allows for high level windows to maximise daylight ingress and openings to provide constant air flow at high level even if the more accessible windows are closed (depending on weather conditions).

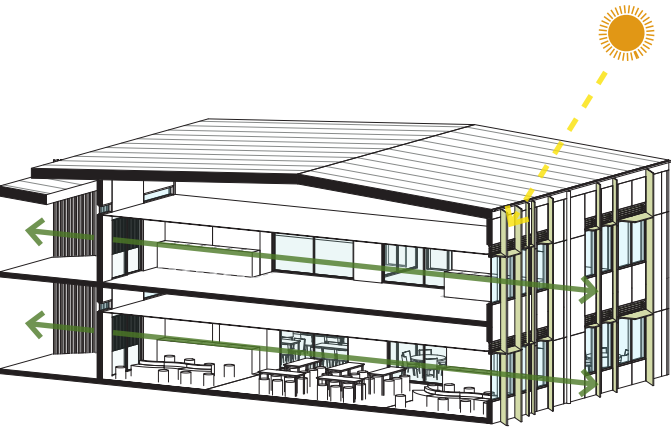


Diagram not to scale

CONNECTION TO COUNTRY

The topography and vegetation of the site has changed significantly during the redevelopment of Edmondson Park. In our initial engagement with Aunty Glenda Chalker, it was noted that she found it difficult to recognise the site as it was so different and had been changed dramatically.

The siting of the proposed new school will enable opportunities to respond to ideas developed in future consultations with the Cubbitch Barta Native Title Claimants Aboriginal Corporation, the Darug Custodian Aboriginal Corporation and Kamilaroi Yunkuntjatjara Working Group.

The large central play area between the school buildings, the Faulkner Way frontage and the Buchan Avenue frontage will form a prominent street and community presence that visually connects to Clermont Park and the regional park across the railway line.

The large central play intends to provide active open recreational play spaces with productive and sensory gardens. The internal and outdoor connection between buildings and landscape will be strengthened by providing play space break outs, accessible pathways and landscape amphitheatre areas that are an opportunity for outdoor learning. 40% tree canopy has been proposed to mitigate urban heat island effect and will be a source of shade during summer.



Diagram not to scale

ACCESSIBILITY STRATEGY

The landscape strategy responds to challenging existing site conditions with steep level changes from the south-west to north-east. The landscape design will provide level entry access from Buchan Avenue, with an accessible path that connects to all school areas and the carpark. Where possible, accessible pathways are being proposed at a 1:20 grade to eliminate handrails and visually integrate with the landscaping surroundings.

A second accessible entry is available from Faulkner Way. The landing of the accessible ramp is co-located with the landing for the stairs which will visually provide equitable access into the school grounds. This entry has direct access into the support unit, which has been located on the ground floor for ease of access from multiple entries into the school.

A passenger lift has been proposed near the front of the school to provide equitable access to all educational areas.

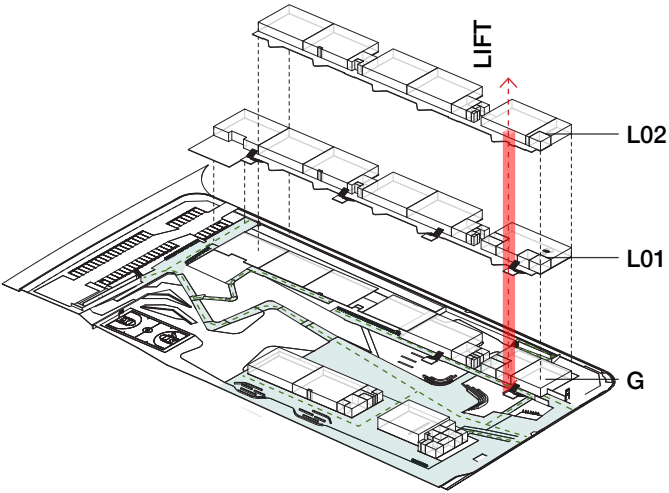


Diagram not to scale

TOILET DESIGNS

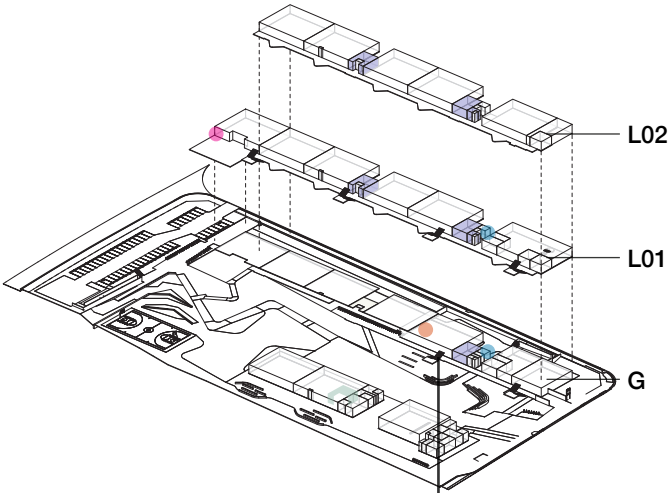
Student amenities have been evenly distributed throughout the school. They are located between each pair of homebase cluster to reduce travel distance from classrooms and are in the same alignment on each level to simplify services routes.

Staff amenities are located within the staff unit and library. There is also a separate external staff toilet that can be accessed from a separate airlock off the external covered walkway

Support unit have their own dedicated toilet and shower amenities within their homebase.

Communal hall toilet amenities are located on the ground floor. The facility is physically separated from the stage and hall area to enable flexible use during recess and lunch hours.

Pre-school has their own student and staff toilet facilities.



Typical General Arrangement



Diagram not to scale

18 Sustainability

SEARS Item 7

Design Guide for Schools - Education SEPP Design Quality Principle 2

Environmental Design in Schools

Better Placed - Design Objective 2

Passive Design, Biophilic Landscaping, and Specialist Environmental Design are sustainable strategies that have been implemented as part of the proposal:

- Understanding the physical surroundings and adjacencies to Clermont Park
- Noise from the railway line has been considered. The Acoustic Engineer has recommended for solid southern walls, where possible, to mitigate noise
- Use of durable and robust materials for the building cladding
- Windows on both sides of the classroom to encourage air flow and cross ventilation
- External shading devices incorporated to reduce glare and heat. The shading devices have been orientated at 45 degrees to the facade to provide maximum daylight entry in the morning, but minimise direct sun and heat gain during the school afternoons hours from 1pm to 3pm.
- Glazed doors to external outdoor corridor improves daylight into classrooms
- Proposal of a 40% tree canopy reduces the urban heat island effect and is a natural shading device
- A 70kW solar photovoltaic system is proposed to be installed on the hall roof
- Landscaped learning spaces create an opportunity for students to connect with nature around them
- Bicycle parking provisions encourage active travel to school. It is noted that there is a cycle path proposed along Buchan Avenue
- COLA is sited adjacent to school hall and is adjacent to the central landscaped area. This will promote a variety of student engagement activities and provide shade
- Potential shared use of the hall with the community will benefit and encourage social cohesion in the wider Edmondson Park community

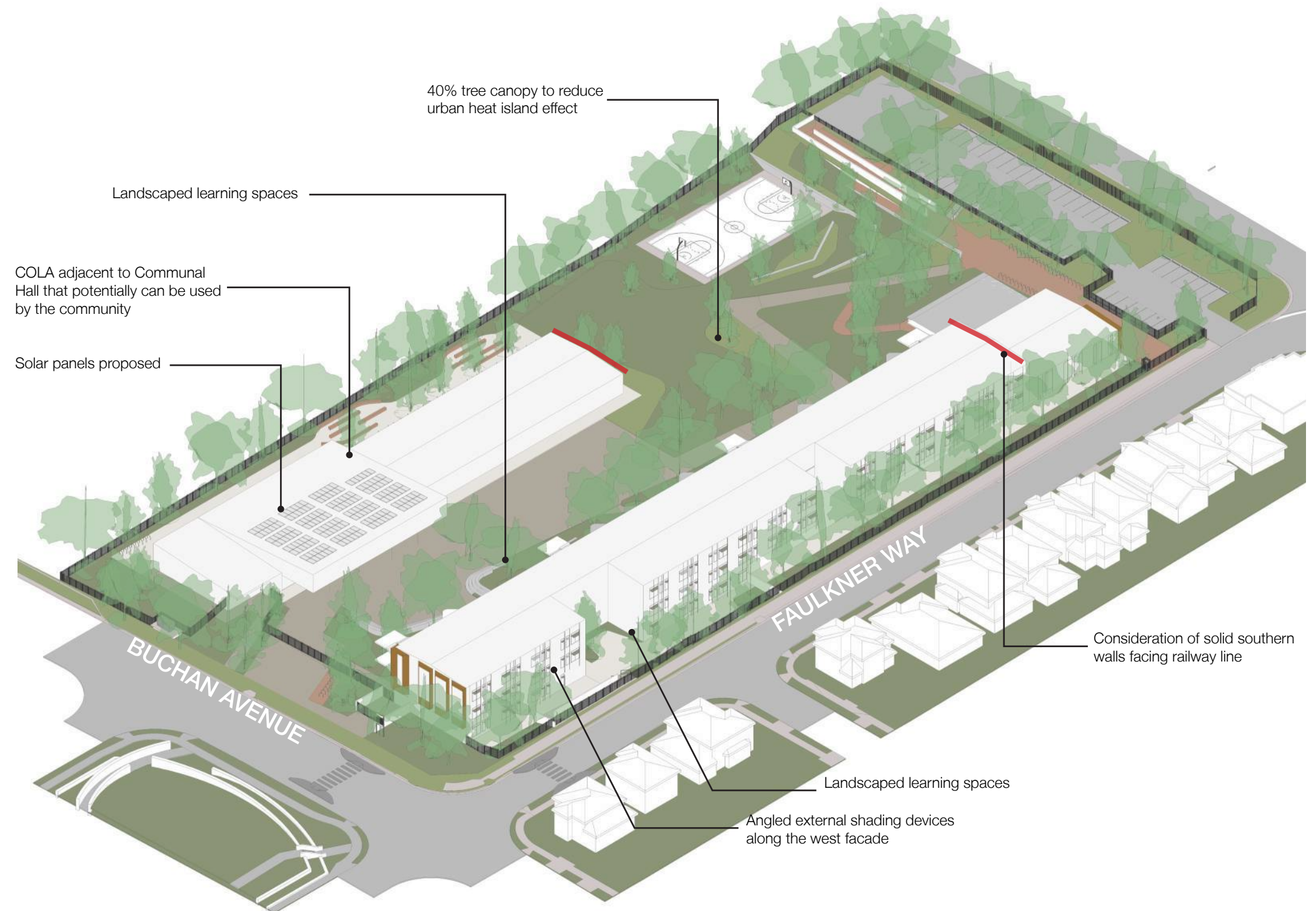


Diagram not to scale

19 Materials and Finishes

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 6 and 7

Better Placed - Design Objective 6 and 7

Durability

The materials selected for the new building must be durable and not require high maintenance or continual replacement. Thus, there has been a preference for material that have a self or integrated finish to allow for minimal reliance on applied finishes that need to be reapplied in the short to medium term.

The predominant external materials use a prefinished fibre cement board that has integral colour. The dominant colour are two neutral greys that become the ground for the more playful accent colours. The colours panels are prefinished and will use a series of natural tones to provide a connection to the surroundings. This material is contemporary and has a wide variety of colours and finishes that will deliver a contemporary approach to the building.

Cost Effectiveness

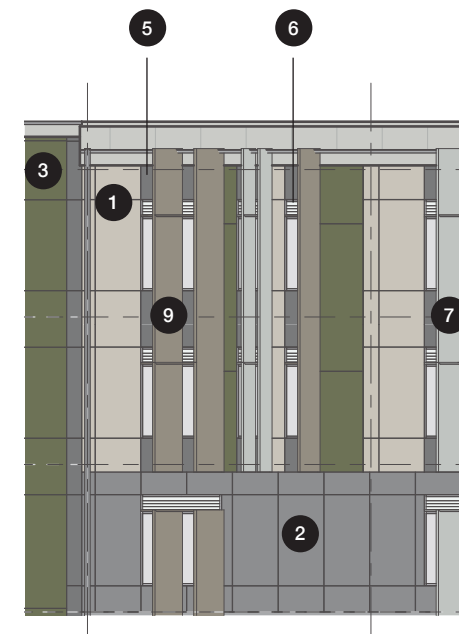
The proposed materials are all cost effective and do not require considerable expenditure on building enclosure at the expense of the core interior educational spaces. The materials chosen also have a low cost maintenance regime and are all general self finished and do not require ongoing recoating or painting. Use of prefinished fibre cement and neutral coloured bricks provide a suite of materials that have a richness that reflects the culture of the school, yet are cost effective and durable over the long term.

Colour Palette

The colour palette has drawn from Clermont Park and is mainly muted and softer in tone with a range of darker green and grey neutrals.



- 1 Light Grey Compressed Fibre Cement
- 2 Mid Grey Compressed Fibre Cement
- 3 Accent Colour 1 Compressed Fibre Cement
- 4 Accent Colour 2 Compressed Fibre Cement
- 5 Dark Grey Compressed Fibre Cement
- 6 Dark Grey Powdercoat Colour
- 7 Solar Shading Blade Powdercoat Colour 1
- 8 Solar Shading Blade Powdercoat Colour 2
- 9 Feature Powdercoat Colour
- 10 Light Brick for Retaining
- 11 Dark Brick for Retaining



Diagrams not to scale

20 Visual Impact Assessment

SEARS Item 3

Design Guide for Schools - Education SEPP Design Quality Principle 1, 5 and 7

Better Placed - Design Objective 1, 3, 4 and 7

The site is surrounded by residential development on Faulkner Way and future residential areas to the north-east. The houses are primarily two storeys and a mix of brick and lightweight materials and tiled roofs. To the north is Clermont Park which is a newly landscaped local community facility with remnants of Cumberland Plain forest throughout and sandstone landscaped edges and low level planting. The site to the north east will be residential development in the future.

The proposed building along Faulkner Way is a long linear formation of three storeys at the northern corner and becoming a single storey structure at the southern end where the pre-school is located.

The Faulkner Way façade is facing north-west and is designed to mitigate direct sunlight and heat load through a series of vertical blade shading devices protecting the windows by being angled to deflect sunlight but allow daylight into the spaces behind. The blades vary in size (depth) to provide a rhythm along the length of the building and will give depth and shadow to the façade but layered so that the appearance of the built form is not shear and solid but varied and articulated.

The colour palette has drawn from the eucalypts of the area and are mainly muted and softer in tone with a range of darker green and grey neutrals.

The north-west corner of the building is a prominent element and is designed to give the school a more playful presence on the street facing the park and public corner of the precinct. The front elevation is the administration building at ground level and above contains the two storey library space behind. The strong vertical shading elements are more ochre in colour to pick up on highlight colours of the foliage and provide a warm brighter contrast to the neutral grey and green tones along Faulkner Way. The design has proposed the library be located above the main entrance and administration as a way of bringing a more 'public' face of the school to the street corner. The library has a double height space and large windows that offer greater views into and out of what is one of the main shared communal parts of the school.

On the Buchan Avenue frontage, the strong administration elevation is softened by the proposed vegetation and low landscaped walls and fences that define the main entry and provide a gateway to the communal courtyard that is bookended by the hall and OOSHC facility. The hall and OOSHC are single story and monochromatic and simple in form but the large folded COLA and hall roof gives a strong formal architectural character.



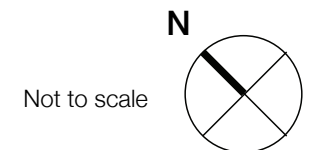
1| INDICATIVE VIEW FROM FAULKNER WAY



2| INDICATIVE VIEW FROM GALLIPOLI DRIVE



3| INDICATIVE VIEW FROM CORNER OF FAULKNER WAY AND BUCHAN AVENUE



4| INDICATIVE VIEW FROM BUCHAN AVENUE

21 Indicative Signage Strategy

SEARS Item 3
Design Guide for Schools - Education SEPP Design Quality Principle 3

The positioning of the school buildings and articulation of the fencing strategy consolidates the main school entry point at Buchan Avenue. An electronic sign with the school name identity has been proposed at the Buchan Avenue frontage. It is noted that the school name has not been confirmed and is subject to future change.

The Buchan Avenue gates will have wayfinding signage to allow navigation to key areas such as administration, library and hall. The signage will incorporate wayfinding for potential community use of school facilities after hours, including school functions and OOSHC.

Wayfinding signage, building identification signage and building level signage will be incorporated within the school grounds to help students and teachers navigate throughout the campus.

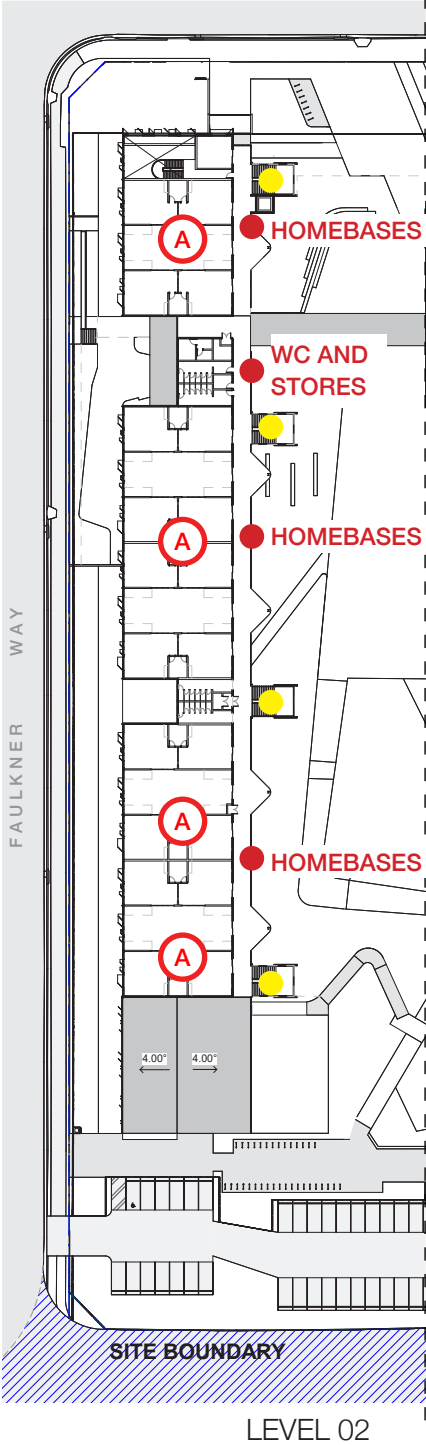
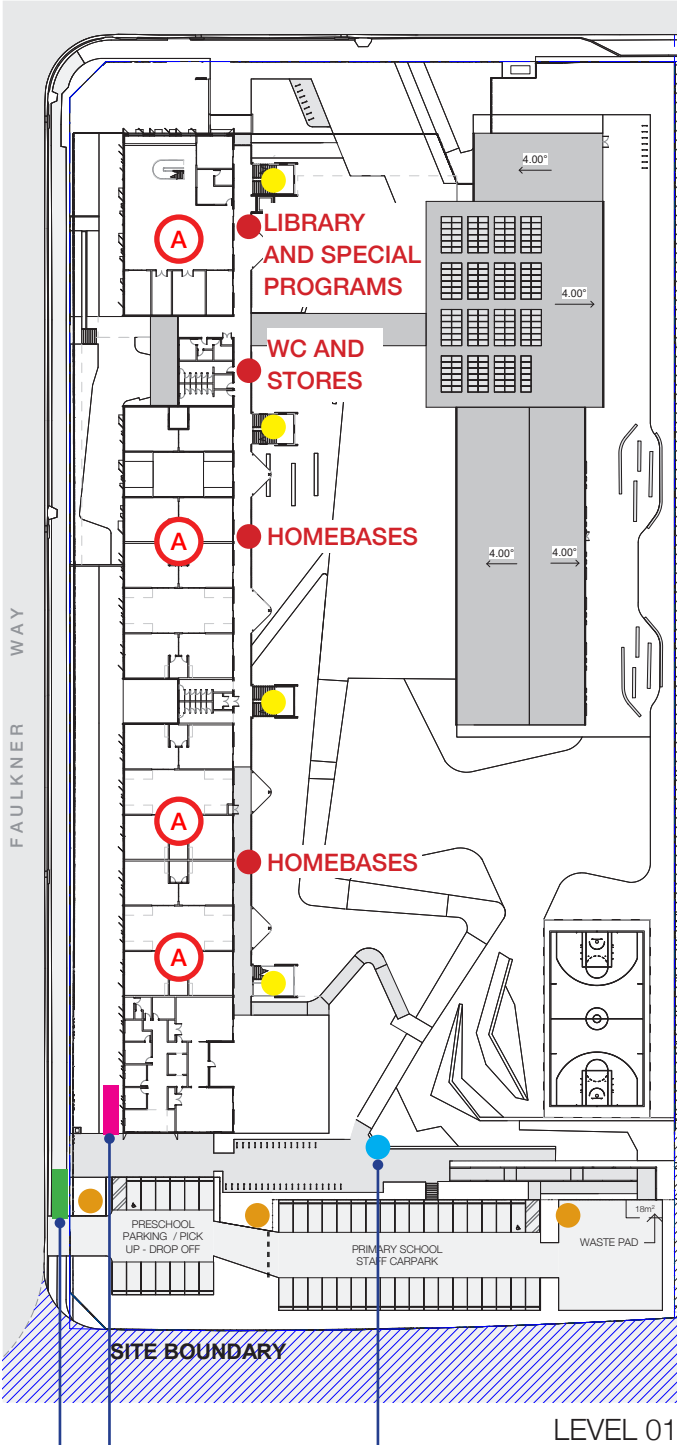
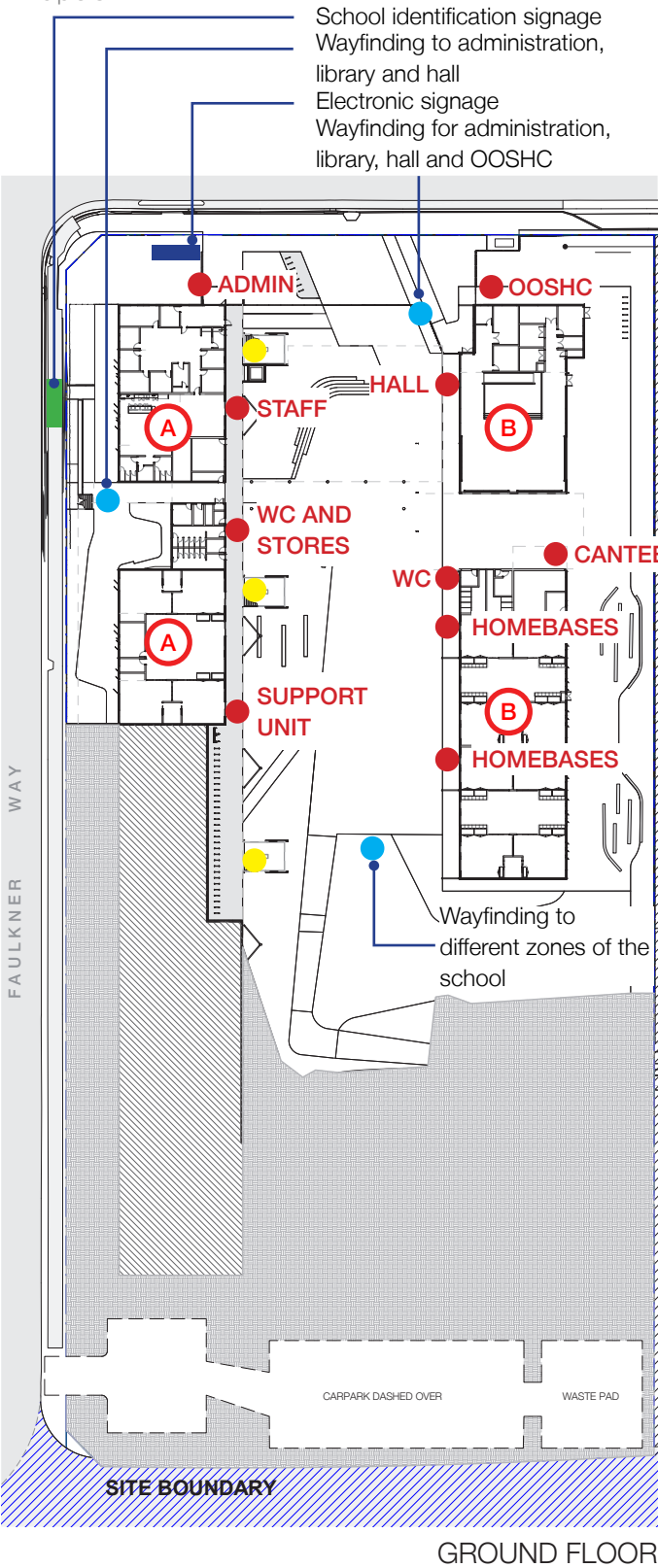
School identification signage will be incorporated along Faulkner Way to participate the secondary entry point and the carpark entry. Wayfinding signage from these locations will be allocated to direct entrants towards key areas such as administration, library and hall. The carpark will incorporate signage that delineates the different zones dedicated to pre-school carpark, preschool pick up/drop off, primary school staff carpark and waste management area.

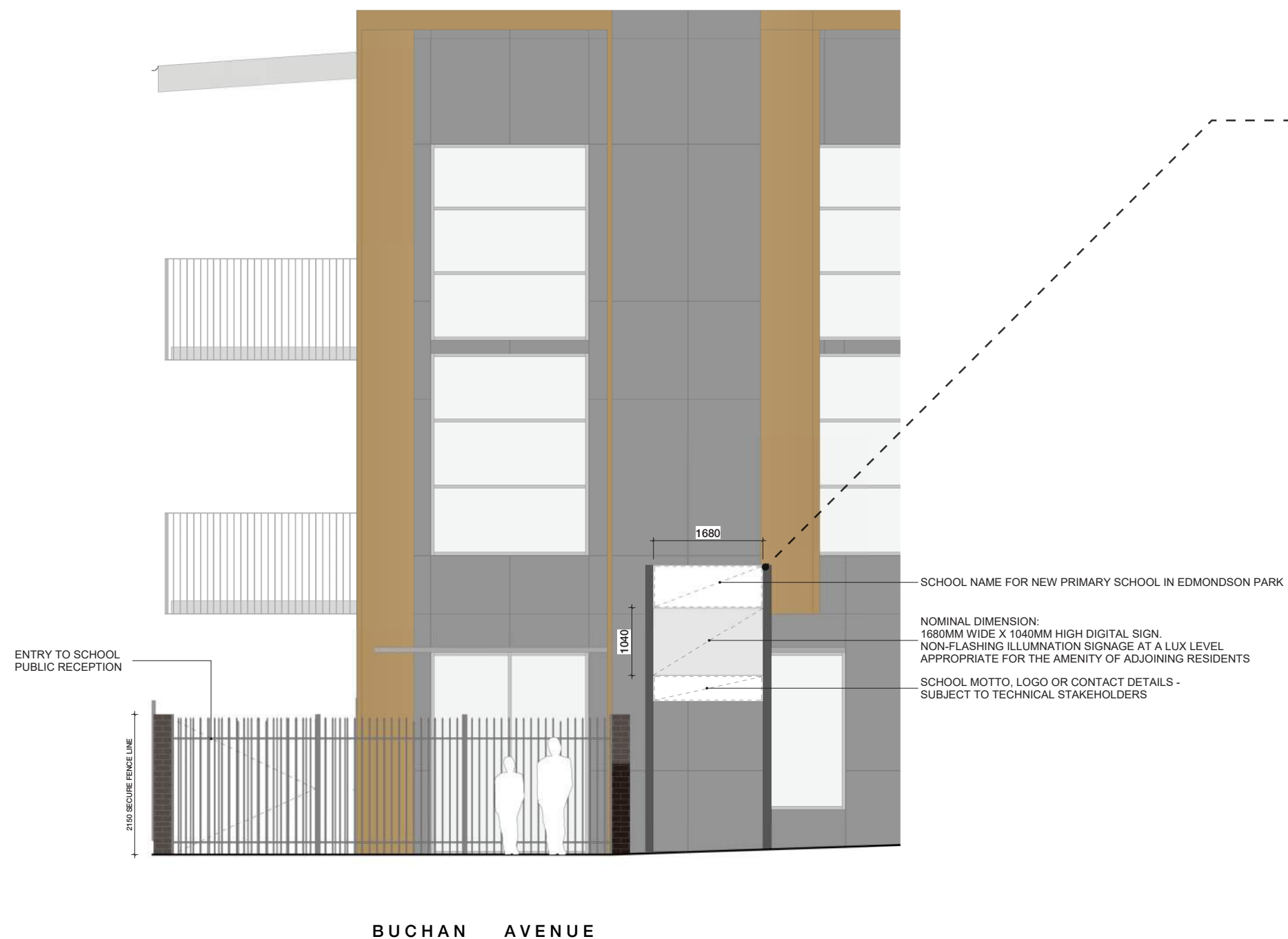
The pre-school will have their own identification signage on Faulkner Way.

With further engagement with Aboriginal Community Groups, an idea for development is the use of signage, graphics and language to identify character and place. This can be incorporated with wayfinding and building identification signage.

Essential statutory, emergency services, maintenance services and traffic signage will be incorporated with advice with relevant consultants.

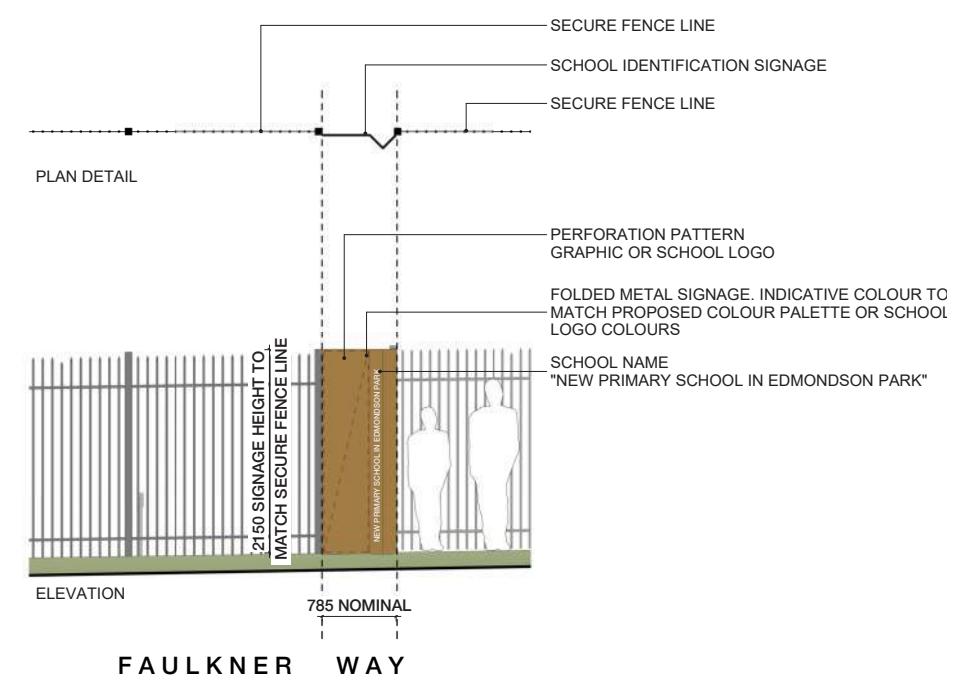
- (A) Block A
- (B) Block B
- Electronic signage
- School identification signage
- Pre-school identification signage
- Building identification signage
- Wayfinding signage
- Building level signage
- Carpark signage





EXAMPLE OF ELECTRONIC SCHOOL SIGNAGE ON BUCHAN AVENUE
Not to Scale

Signage is indicatively only and subject to change following final project stakeholder review and endorsement



EXAMPLE OF SCHOOL IDENTIFICATION SIGNAGE ON FAULKNER WAY
Not to scale

Signage is indicatively only and subject to change following final project stakeholder review and endorsement

22 Child Care Guidelines - Compliance Checklist

The compliance checklist has been prepared to demonstrate how the proposed child care facility complies with the “Child Care Planning Guideline - Delivering quality child care for NSW” - issued by NSW Government Planning and Environment in August 2017

This assessment against the Child Care Guidelines has been undertaken in the context of a cold shell to demonstrate that a test fit of basic spatial areas are compliant or are capable of complying. The fitout and operation of the facility will be the subject of a separate Development Application by the pre-school operator

Matters for Consideration	
3.1 Site Selection and Location	
Consideration 1 Objective: To ensure that appropriate zone considerations are assessed when selecting a site.	Location: The centre is located in a residential zone and approved for education facilities. Acoustics: The internal and external play spaces are located away from the street front and outdoor areas are protected by the buildings. This will minimise noise impact on the neighbourhood. The site is located close to a train line. Acoustic advice has suggested the south-western walls are solid (or any glazing to have appropriate acoustic treatment) to reduce noise impact into the pre-school. Traffic: Dedicated off street parking and drop off area allocated to minimise impact on residential street. School Site: The location of the pre-school within the school site is compatible. It is located at the southern section of the main building (Block A) with its own designated play space that is separated through level differences, fencing and landscape from the main school play areas. The school is also a primary school so there is a natural progression and transition from pre-school to the primary school and should work well together
Consideration 2 Objective: To ensure that the site selected for a proposed child care facility is suitable for the use.	Surrounding Uses: The pre-school is located within the proposed new school site. The building is physically connected to the main school building (Block A) but is located at the southern end of the site with its own dedicated entry, parking, pick up-drop off and play space which are physically separated from the main school grounds using fencing strategies and level changes. Environmental Conditions: The site is a newly cleared site, with environmental investigations implemented to ensure the land is suitably prepared for the proposal. Ground levels, street access and parking are carefully considered to maximise ease of use and safety. The site is located out of the bushfire risk zone. There are no other environmental risks. Site Characteristics: The proposed pre-school is at the end of a long building which is 3 storeys at the north-western corner. As the site levels rise, it becomes a single storey at the southern end where the pre-school sits. Directly opposite along the Faulkner Way are two storey residential buildings. The scale of the pre-school fits within the existing and proposed context. There is no environmental impact proposed by the development – the site is empty and the proposal seeks to reinstate vegetation.
Consideration 3 Objective: To ensure that sites for child care facilities are appropriately located.	Location and Compatible Uses: The precinct in which the site is located is a newly developed area. Edmondson Park Station and Ed. Square town centre are in close proximity to the south-east. The site is also surrounded by residential development and parks. Pedestrian pathways and links to the town centre are currently being developed.
Consideration 4 Objective: To ensure that sites for child care facilities do not incur risks from environmental, health or safety hazards.	There are no industrial or hazardous services infrastructure in the proximity of the site.
3.2 Local Character, Streetscape and the Public Domain Interface	
Consideration 5 Objective: To ensure that the child care facility is compatible with the local character and surrounding streetscape.	The design of the Faulkner Way façade of the new school building and pre-school building will have a series of shading devices that create a layer of articulation along the elevation of the building. The colours are reflective of the trees in the adjacent Clermont Park. Extensive planting along the boundary will provide shade and increase the street trees in the area.
Consideration 6, 7 and 8 Objective: To ensure clear delineation between the child care facility and public spaces.	The pre-school will have its own entry and dedicated drop off with a clearly defined accessible pathway from the parking to the entry. There will be fencing around the carpark with secure gate access to the entry path. The entry foyer and administration / staff spaces will be facing the street and provide street surveillance. The play spaces are private zones facing inwards of the site. A change in colour in the façade materials and a defined entry canopy will distinguish the pre-school from the main building.
Consideration 9 and 10 Objective: To ensure that front fences and retaining walls respond to and complement the context and character of the area and do not dominate the public domain.	Fencing along the boundary of the school and pre-school site will be provided. Planting and detailed landscaping will add character, colour and interest to the entry.

3.3 Building Orientation, Envelope and Design

Consideration 11 Objective: To respond to the streetscape and site, while optimising solar access and opportunities for shade.	The windows in the north-west façade face Faulkner Way. They are tall narrow windows that follow the character of the design of the entire façade of the main school building. The windows are protected by shading devices to assist with privacy into the spaces as well as protecting privacy of residents across the road. Visual outlook from within the entry foyer and offices spaces of the pre-school are important and provide some surveillance to the street. Solar access is optimised by the orientation of the play spaces to the east and north. Shading structures will assist with solar protection in the summer. There are no overshadowing risks to adjacent structures as the building is surrounded by play space, carpark and street.
Consideration 12 Objective: To ensure that the scale of the child care facility is compatible with adjoining development and the impact on adjoining buildings is minimised.	The proposal is a low impact building being single storey. Mostly the façade treatment is integrated with the main building to which it is a part of but some points of difference with colour and window treatment. The scale sits well within the street and surrounding houses. The building is easily accessible on all three sides for maintenance.
Consideration 13 and 14 Objective: To ensure that setbacks from the boundary of a child care facility are consistent with the predominant development within the immediate context.	The setback is consistent with the main building and the residential buildings in Faulkner Way.
Consideration 15 Objective: To ensure that the built form, articulation and scale of development relates to its context and buildings are well designed to contribute to an area's character.	The façade has introduced some colourful elements to differentiate the pre-school and express a more playful elevation. The introduction of some bright highlight colours against the main palette of greens and greys reflect the highlights of foliage such as flowers and leaves.
Consideration 16 Objective: To ensure that buildings are designed to create safe environments for all users.	There is a single point of entry to the pre-school. There will be a secure fence and gate. The entry will be clearly defined with an entry canopy gate and landscaping. The entry will be easily accessible and visible from the street.
Consideration 17 Objective: To ensure that childcare facilities are designed to be accessible by all potential users	The entry will be easily accessible and visible from the street. The building is easily accessible on all three sides for maintenance.

3.4 Landscaping

Consideration 18 and 19 Objective: To provide landscape design that contributes to the streetscape and amenity.	Planting is selected to reflect the endemic species of the area. As part of the Indigenous cultural engagement of this proposal, it is intended to provide an extensive landscaping strategy across the entire school site that includes native species of trees and community garden, including edible plants as part of an education strategy. Shade trees will be a part of the carpark design and overall strategy across the site to create cooler environments over summer.
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3.5 Visual and Acoustic Privacy

Consideration 20 and 21 Objective: To protect the privacy and security of children attending the facility.	This design detail will be addressed in a standalone DA for the pre-school.
Consideration 22 Objective: To minimise impacts on privacy of adjoining properties.	This design detail will be addressed in a standalone DA for the pre-school.
Consideration 23 and 24 Objective: To minimise the impact of child care facilities on the acoustic privacy of neighbouring residential developments.	The internal and external play spaces are located away from the street front and outdoor areas are protected by the buildings. This will minimise noise impact on the neighbourhood. The site is located close to a train line. Acoustic advice has suggested the south-western walls are solid (or any glazing to have appropriate acoustic treatment) to reduce noise impact into the pre-school.

3.6 Noise and Air Pollution

Consideration 25 and 26 Objective: To ensure that outside noise levels on the facility are minimised to acceptable levels.	The internal and external play spaces are located away from the street front and outdoor areas are protected by the buildings. This will minimise noise impact on the neighbourhood. The site is located close to a train line. Acoustic advice has suggested the south-western walls are solid (or any glazing to have appropriate acoustic treatment) to reduce noise impact into the pre-school.
Consideration 27 and 28 Objective: To ensure air quality is acceptable where child care facilities are proposed close to external sources of air pollution such as major roads and industrial development.	Air quality is not affected by major roads or industry.

3.7 Hours of Operation

Consideration 29 and 30 Objective: To minimise the impact of the child care facility on the amenity of neighbouring residential developments.	Hours of operation will be within the standard times for a pre-school. The hours of operation will be subject of a standalone DA approval.
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3.8 Traffic, Parking and Pedestrian Circulation

Consideration 31, 32 and 33 Objective: To provide parking that satisfies the needs of users and demand generated by the centre.	Parking numbers have been provided in accordance with the Child Care Planning Guidelines. A traffic study has been provided.
Consideration 34 and 35 Objective: To provide vehicle access from the street in a safe environment that does not disrupt traffic flows.	A dedicated pick up and drop off zone is allocated along the Faulkner Way boundary in front of the pre-school. There is also parking on site provided adjacent to the building. Vehicle access is provided off the street with the correct design of kerb and crossing as required per traffic standards.
Consideration 36, 37 and 38 Objective: To provide a safe and connected environment for pedestrians both on and around the site.	Pedestrian and vehicle entries are separated. There is a gate from within the carpark to access the pathway leading to the pre-school entry. Separate public pathway from the street to the entry is also provided. Parking for the school carpark is from Faulkner Way through the pre-school parking area. There will be a security boom gate at the school parking area to prevent unauthorised use of the school parking. The waste management area is located at the south-western area of the school carpark with its own dedicated driveway and is remote from the pre-school entry and parking. Accessible parking to be provided in accordance with the standards.

Applying National Regulations

A Internal Physical Environment

4.1 Indoor Space Requirements

Note: Pre-school coldshell has been designed to accommodate the basic spatial areas. The fitout and operation of the facility will be the subject of a separate Development Application by the pre-school operator

Regulation 107 Every child being educated and cared for within a facility must have a minimum of 3.25m ² of unencumbered indoor space.	Two internal play space rooms are provided. Each to accommodate 20 children and there is 65m ² of unencumbered area per play space. 10% circulation has been allowed internally as per the guidelines. The rooms have additional area to allow for furniture and storage within them. The total area of each play room is 71m ² . 4m ² of storage area that can be directly accessed to the play space has been allocated.
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4.2 Laundry and Hygiene Facilities

Regulation 106 There must be laundry facilities or access to laundry facilities; or other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering.	A laundry will be provided within the pre-school facility. Facilities to be designed in a standalone DA.
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4.3 Toilet and Hygiene Facilities

Regulation 109 A service must ensure that adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided for use by children being educated and cared for by the service; and the location and design of the toilet, washing and drying facilities enable safe use and convenient access by the children.	Toilet facilities will be provided. They will be located between play space rooms and will have direct access from both playrooms and external play space. Windows will be provided for visibility and supervision into the area. There is no visibility from neighbouring properties. Facilities to be designed in a standalone DA.
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4.4 Ventilation and Natural Light

Regulation 110 Services must be well ventilated, have adequate natural light, and be maintained at a temperature that ensures the safety and wellbeing of children.	Full height glazed walls to the south-east wall opens onto external play space. Openable windows and doors in this wall will provide ample daylight and ventilation. Glazed door openings are located on adjacent (perpendicular walls) facing onto undercover outdoor verandah / play space between the two play rooms. To be designed in a standalone DA. Ceiling heights are 2.7m minimum
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4.5 Administrative Space

Regulation 111 A service must provide adequate area or areas for the purposes of conducting the administrative functions of the service, consulting with parents of children and conducting private conversations.	The administration area planning has allowed for an entry space that can connect with the reception area. Pram parking and communal area has been proposed next to a reception counter / office. Separate staff and office space is planned and can be closed off for privacy. Facilities to be designed in a standalone DA.
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4.6 Nappy Change Facilities

Regulation 112 Child care facilities must provide for children who wear nappies, including appropriate hygienic facilities for nappy changing and bathing. All nappy changing facilities should be designed and located in an area that prevents unsupervised access by children.	No nappy change provision as the facility is for pre-school.
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4.7 Premises Designed to Facilitate Supervision

Regulation 115 A centre-based service must ensure that the rooms and facilities within the premises (including toilets, nappy change facilities, indoor and outdoor activity rooms and play spaces) are designed to facilitate supervision of children at all times, having regard to the need to maintain their rights and dignity.	Planning is arranged so that access into toilet areas are located adjacent to play room and links from the play space and outdoor areas are readily accessible. Appropriate glazing into all spaces to be provided to allow for supervision and visibility across the spaces. Facilities to be designed in a standalone DA.
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4.8 Emergency and Evacuation Procedures

Regulations 97 and 168 Regulation 168 sets out the list of procedures that a care service must have, including procedures for emergency and evacuation. Regulation 97 sets out the detail for what those procedures must cover.	The proposal will meet regulatory requirements for access and egress and management in the event of an emergency. To be addressed in a standalone DA.
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B External Physical Environment

4.9 Outdoor Space Requirements

Regulation 108 An education and care service premises must provide for every child being educated and cared for within the facility to have a minimum of 7.0m ² of unencumbered outdoor space.	Planning provision for 330m ² of unencumbered play space (allowance for 40 children). To be designed in a standalone DA.
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4.10 Natural Environment

Regulation 113 The approved provider of a centre-based service must ensure that the outdoor spaces allow children to explore and experience the natural environment	Landscape design to incorporate the regulation principles into the proposal. To be designed in a standalone DA.
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4.11 Shade

Regulation 114 The approved provide of a centre-based service must ensure that outdoor spaces include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.	Shade structures and planting to be incorporated into the exterior design and landscape to ensure adequate protection is provided in accordance with the regulations. To be designed in a standalone DA.
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4.12 Fencing

Regulation 104 Any outdoor space used by children must be enclosed by a fence or barrier that is of a height and design that children pre-school age or under cannot go through, over or under it.	Suitable fencing will be provided to meet safety and security requirements. To be designed in a standalone DA.
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4.13 Soil Assessment

Regulation 25 Subclause (d) of Regulation 25 requires and assessment of soil at a proposed site, and in some cases, sites already in use for such purposes as part of an application for service approval.	The site is currently undeveloped and has undergone environmental investigation and assessments to determine suitability of the soil conditions for the development. To be addressed in a standalone DA.
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