


## WESTMEAD CATHOLIC COMMUNITY EDUCATION CAMPUS ATTACHMENT E - RESPONSE TO OPEN SPACE CLARIFICATIONS

**Note:** We have previously quoted the open space within the building (from Levels 1 – 5) as being ‘over’ 7,800sqm. When combined with the previously quoted ground level open space area of 6,070sqm, there was a total provision of 13,870sqm of open space, or 8.26sqm per student. To be conservative, this was rounded down to 8.2sqm per student.

The actual quantum of open space within the building (from Levels 1 – 5) is 7,867sqm. When combined with the ground level open space of 5,961sqm, which has been slightly reduced to remove the consolidated bicycle rack, as requested by DPIE, there is a total open space provision of 13,828sqm, or 8.23sqm per student (rounded down to 8.2sqm). This is shown in the schedule which has been prepared in response to Item b, and the revised Architectural Drawings provided at Attachment B of this RFI response.

Item No	Clarification	Response
<b>Agency Submissions</b>		
-	The Department notes that during the meeting on 28 May 2021, it was confirmed that the Westmead Catholic Community Campus (WCC) open spaces outside of the primary school site (including the school ovals) would only be accessible to primary school students during infrequent events, such as school carnivals. Therefore, for the purpose of the Department's assessment, the calculation of open spaces for primary school students is limited to the spaces within and immediately adjacent to the primary school building	Noted.
a	Clarify where the Out-Of-Hours-School (OOSH) will be located, and which outdoor play space will be used by OOSH students. The information should also outline the quantity of unencumbered outdoor space that will be provided per student.	<p>The OOSH will primarily be operated in classrooms and open space on ground level, 30sqm of office space is also specifically provided for OOSH administration. However, given that the OOSH will operate outside of standard school hours, students will have access to all ground level and upper-level open space if required, depending on the weather, what activities are being carried out etc.</p> <p>If the maximum capacity of the OOSH is reached (i.e. 672 children), there would be 20.6sqm of open space available per child across the ground and upper levels.</p>
b	The Response to Submissions (RtS) advises that the outdoor play spaces would be divided between year groups (K-2 at ground and Level 1, Years 3-4 at Levels 4 and 5, and Years 5-6 at Levels 2 and 3). The application also advises that the school building has been designed to minimise vertical movement to one level up or down, where possible. However, the plans note that each outdoor play space would be accessible for all K-6 students. Please clarify the quantity of open space to be provided per student for each year	<p>It is noted that primary students of all year groups will have access to all play areas at the ground level and upper levels of the building, with access to ultimately be determined by operational factors such as supervision and suitability, which will be determined by the teachers when the school becomes operational.</p> <p>However, as described in DPIE's comment, dedicated open space areas have been identified for different year groups. These open space areas are provided adjacent classrooms with a vertical</p>

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	<p>group (e.g. Years 5 and 6 students at Levels 2 and 3). Please also quantify the amount of unencumbered ground level open space access to be provided for each year group. This information should be provided in a table/schedule format.</p>	<p>connection one level up or one level down to significant play space so as to minimise circulation time and maximise recreation opportunities. Whilst all students will have access to ground level open space, as noted in DPIE's comments, the ground level is identified to be used primarily by Kindy – Year 2. For developmental reasons, it is not uncommon for younger students to have separate play areas to older students.</p> <p>Whilst there will be no dedicated area of ground level open space for other year groups, students will not be precluded from travelling between different levels of the building to access open space (from ground to upper levels) when it is appropriate to do so, such as during free play. This will be managed by CEDP via an operational guideline, which will ensure that all students have access to open space that is appropriate for their needs, both in terms of quantity and design.</p> <p>A schedule of open space provision by year group is <b>attached</b>. It shows that some year groups notionally have more open space than other cohorts, as follows:</p> <ul style="list-style-type: none"> <li>Kindy, Year 1 and Year 2 = 9.31sqm (Ground and Level 1)</li> <li>Years 3 and 4 = 7.43sqm (Levels 4 and 5)</li> <li>Years 5 and 6 = 7.42sqm (Levels 2 and 3)</li> </ul> <p>This breakdown shows that the variations between cohorts are minor, and the year groups with slightly less open space still receive a sufficient provision of purpose-designed play space. Further, when considered across the broader primary school area, students will each have access to 8.2sqm of dedicated primary school open space.</p> <p>Finally, we note that these figures exceed the current open space provision for Mother Teresa students (7sqm/student) and would significantly exceed the provision at Sacred Heart Primary School, once the play space is no longer available (2.3sqm/student). This demonstrates the urgent need to relocate students from the existing Sacred Heart Primary School site.</p>
c	<p>Justify the inclusion of the circulation/access areas to the east and north of the primary school building within the open space calculations (area highlighted in blue below). The Department notes that this area includes circulation routes and bicycle racks and does not appear as functional play space.</p>	<p>The space to the north and east of the building forms part of the outdoor play area for the primary school – it is dedicated open space, providing a continuation of the adjacent undercroft area. It is not a circulation or access space.</p> <p>Plans of this area are attached. They demonstrate that it is a generous, unencumbered space. It will incorporate handball courts and hopscotch markings for active play, as well as tree plantings and fixed bench seating for passive recreation.</p> <p>The bicycle racks that were previously located to the north of the building have now been relocated to a consolidated bicycle parking area to the west of the existing playing courts. As described above, the bicycle parking area has been excluded from the ground level open space calculation. There is a corresponding, minor reduction in the quantum of open space at ground level. Notwithstanding, because the reduction is so minor, the area of open space per student continues to be 8.2sqm.</p>

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d	<p>During the meeting on 28 May 2021, you advised that the Department has previously been provided with information pertaining to the creation of additional open space across the WCC campus following the completion of the early works DA. Your presentation included a site plan outlining two additional areas of open space. Please confirm when this information was provided to the Department. Please also confirm the nature of the design and use of this open space in the future.</p>	<p>The Early Works package will result in the provision of an additional 6,270sqm of open space on the campus. The new open space will be laid to lawn and it is anticipated that the space will be used for structured play such as team sports, as well as for active and passive play</p> <p>As noted in our meeting on 28 May 2021, this space forms part of the campus-wide provision of open space – it does not contribute towards the core open space provision for the primary school.</p>
e	<p>The Department notes that the majority of proposed covered outdoor play space would not receive any direct sunlight during the winter months, particularly the winter solstice. Please provide further justification outlining why the level of solar access at each level of the covered outdoor play space is acceptable during the winter months.</p>	<p>As detailed in RTS 1, the design of the building seeks to achieve a balance between providing adequate shade for comfort and sun protection in Summer, and solar access for warmth and light in Winter. Given the site's location in western Sydney, where it is not uncommon for temperatures to reach 40 degrees in the summer months, the provision of shade in Summer is considered paramount, and the proposal seeks to maximise this through the design and orientation of the building.</p> <p>A Solar and Daylight Access Analyses was submitted at Appendix O of RTS 1. The Analysis found that all levels of the school will receive adequate levels of daylight to ensure functional recreation spaces. The combination of daylight penetration, together with the weather protection provided by the covered open spaces, mean that flexible learning and play environments are delivered, which will be usable by school students at all times of the year, irrespective of the weather. This will support active play and student wellbeing throughout the year.</p>

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		<p>Further, as detailed below and in previous submissions, the proposed open space design is consistent with recent research into the functionality of play space. The design will support greater activity by a greater number of students when compared to traditional open space, further promoting student wellbeing.</p>
f	<p>Outline how the State Design Review Panel's (SDRP) comments following SDRP 2 have been addressed, in particular the matters relating to circulation, boundaries, open spaces between separate school uses, and levels of daylight for play spaces (i.e. introduction of voids, etc.).</p>	<p>These matters were considered and addressed as part of the submitted EIS, and in subsequent RTS and RFI responses:</p> <ul style="list-style-type: none"> <li>• <b>Circulation</b> – Section 3.9 and Appendix C (Architectural Design Statement) of the submitted EIS, and supplemented by the Architectural Drawings at Appendix B of RTS 1.</li> <li>• <b>Boundaries</b> – Section 3.8 of the submitted EIS and the Architectural Design Statement at Appendix C.</li> <li>• <b>Open spaces between separate school uses</b> – Demonstrated through the Architectural Design Statement and Landscape Plans submitted with the EIS (Appendix C and H) and RTS 1 (Appendix F).</li> <li>• <b>Levels of daylight for play spaces (i.e introduction of voids, etc.)</b> – Section 5.3.3 and Appendix C (Architectural Design Statement) of the submitted EIS, and supplemented by Appendix O of RTS 1.</li> </ul> <p>We note that the SDRP did not make a submission in response to the exhibition of the EIS and so it has been assumed that the responses provided to these issues are satisfactory.</p>
g	<p>Please provide any other information you intend to rely upon for the Department and Independent Planning Commission's (Commission) assessment with regard to the health and wellbeing of primary school students.</p>	<p>The project team believes that sufficient information has been provided to demonstrate that the proposed open space is satisfactory in terms of quantity, design and amenity, and that it will support the health and wellbeing of students.</p> <p>CEDP has significant expertise in building and operating schools, and has an intimate understanding of the needs of students and staff. CEDP always strives to achieve the best possible outcome for the school community and believes that the proposed approach to open space represents the optimal outcome for students. As outlined in RTS 1, the proposed open space design:</p> <ul style="list-style-type: none"> <li>• Comprises purposefully designed, age appropriate spaces that are inclusive, and cater for students of both genders and all ages. In this regard, whilst the ground level play space will be accessible by all students, it will primarily be used for play and outdoor learning by years K-2 to provide a separate space for younger, more vulnerable children.</li> <li>• Provides open space areas adjacent to learning areas, which encourages use of the space, enhances supervision and encourages engagement between staff and students. It also takes pressure off vertical and horizontal movements during the day and reduces time spent walking from place to place so that there is more time for students to exercise, socialise, explore and learn.</li> <li>• Provides open spaces, which in conjunction with neighbouring learning areas, will enable teachers to be flexible and agile in their grouping and organisation of students. The size of the rooms means that multiple classes can also be grouped together for different activities and the indoor/outdoor flow will enable varied activities.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Is accessible in all weather conditions, so children never spend recess and lunch indoors on hot, wet or windy days.</li> <li>• Provides activated spaces with a range of equipment and materials which encourage greater physical activity from a greater number of students when compared to traditional open play space, by providing spaces for unstructured and free play, to encourage creativity, chance encounter and exploration among the students.</li> <li>• Comprises multi-use spaces which can be used for outdoor learning as well as play and circulation, offering better opportunities for supervision.</li> <li>• Provides an open play area at Level 5 which focuses on the importance of fitness and exercise, with multi-sport court facilities, open synthetic turf areas for play and amenity, and a running track for sporting and recreational uses to allow for a range of students and sports to utilise the rooftop space at any given time.</li> </ul> <p>We reiterate that the proposed open space design is supported by research which finds that this type of open space encourages greater activity from a greater number of students when compared to traditional open space. This will enhance the health and wellbeing of more students when compared to a more conventional open space design. A summary of this research is provided at Appendix C of RTS 1.</p> <p>Further, the design and open space provision responds to the site and its constraints. This is not a greenfield site, rather it is an existing school site in an identified growth area, which is constrained by the presence of existing school buildings and the need to redevelop within an operating school campus. The proposal forms part of a broader Master Plan for the campus - the State Design Review Panel has supported the siting and orientation of the building, as well as the overall landscape strategy.</p> <p>Finally, we note that vertical schools and integrated play space is set to become commonplace, with vertical schools such as the Inner Sydney High School and Arthur Philip High School now operational. We encourage a change in perception regarding open space design in multi-level schools. The proposed approach to open space is supported by research, design and operational considerations (such as proximity, ease of access and availability in all weather conditions) as a means of providing better health outcomes for students year-round.</p>
<p>- Notwithstanding the above, further to your reference to the open space at Santa Sophia (SSD 9772) being considered acceptable by the Commission, the Department would like to draw your attention to the below extract from Section 109 of the Commission's Statement of Reasons for that project. This extract was previously outlined in an email from Prity Cleary to Kate Tudehope dated 27 July 2020. The Department notes that there are many similarities with respect to that site and the proposed WCC design and recommends that you consider closely the Commission's Statement of Reasons for Santa Sophia.</p> <p><i>"The Commission acknowledges the positive outcomes of locating a school in the emerging Town Centre of Box Hill North..., however, the Commission is of the view that there have been a number of missed opportunities associated with this project which potentially could have been avoided and should not be</i></p>	<p>The IPC's comments are noted, however the WCC is not a greenfield site. As such, there are limitations on the siting and orientation of the building.</p> <p>The layout of the site (within the context of the overall site Master Plan) and positioning of the proposed primary school was subject to detailed discussions with the SDRP. The Panel has supported the overarching Master Plan, and has acknowledged that this is the optimal location and orientation for the primary school when considered in the context of the Master Plan, provided their support for the proposal and <i>'the development of the masterplan and landscape strategy which has considered early learning, primary, secondary and complementary uses, open spaces and play space, wayfinding, pedestrian and traffic movement, vertical circulation, accessibility, and building placement in relation to topography and landscape.'</i></p>

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	<p><i>replicated in other greenfield developments. These include siting/orientation and solar access, tree canopy cover and direct/boundary adjacencies to larger areas of recreational open space."</i></p>	<p>In response to the IPC's comments relating to Santa Sophia:</p> <ul style="list-style-type: none"> <li>• Solar access is considered above</li> <li>• The site will achieve a tree canopy cover of 25%</li> <li>• The quantity of open space provided is adequate to meet the needs of students</li> <li>• The open space is provided within the WCC site, and does not put any further reliance on Council infrastructure.</li> </ul>

	Year Group	No. Students	Open Space	Open Space Per Student/m2
Ground	Kindy	240		
Level 1	Yr 1	240	6,704	9.31
	Yr 2	240		
Level 2	Yr 5	240		
	Yr 6	240	3,560	7.42
Level 3				
Level 4	Yr 3	240		
	Yr 4	240	3,564	7.43
Level 5				
<b>Total</b>		<b>1,680</b>	<b>13,828</b>	<b>8.23</b>





FIXED BENCH SEATING WITH STATION NAME ALONG THE ENTRY PATH



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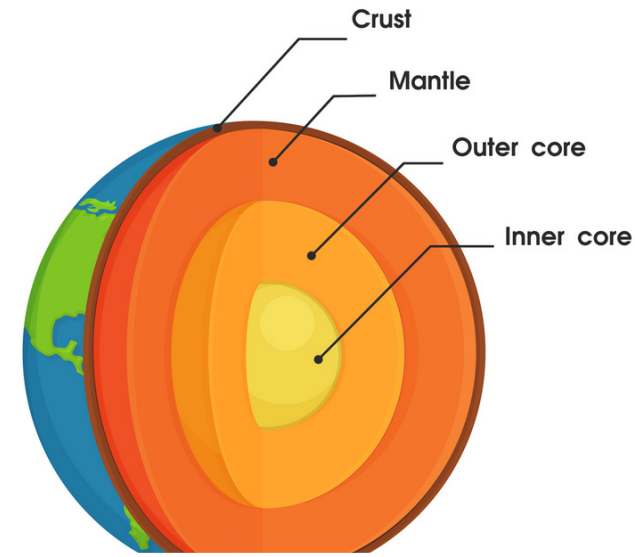
SYNTHETIC TURF MOUNDS



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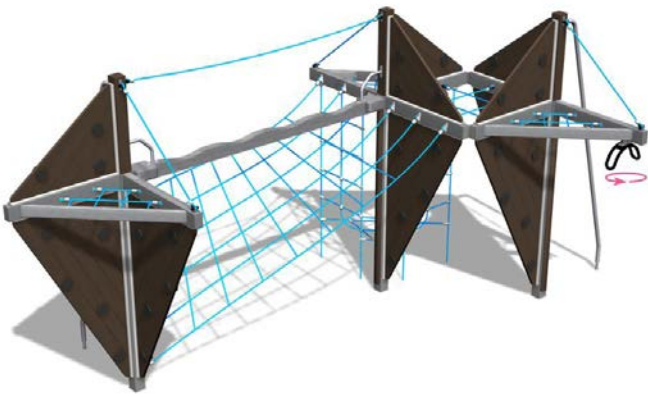
MUSICAL PLAY ELEMENTS



EARTH CORE DIAGRAM



PROPOSED SAND PIT



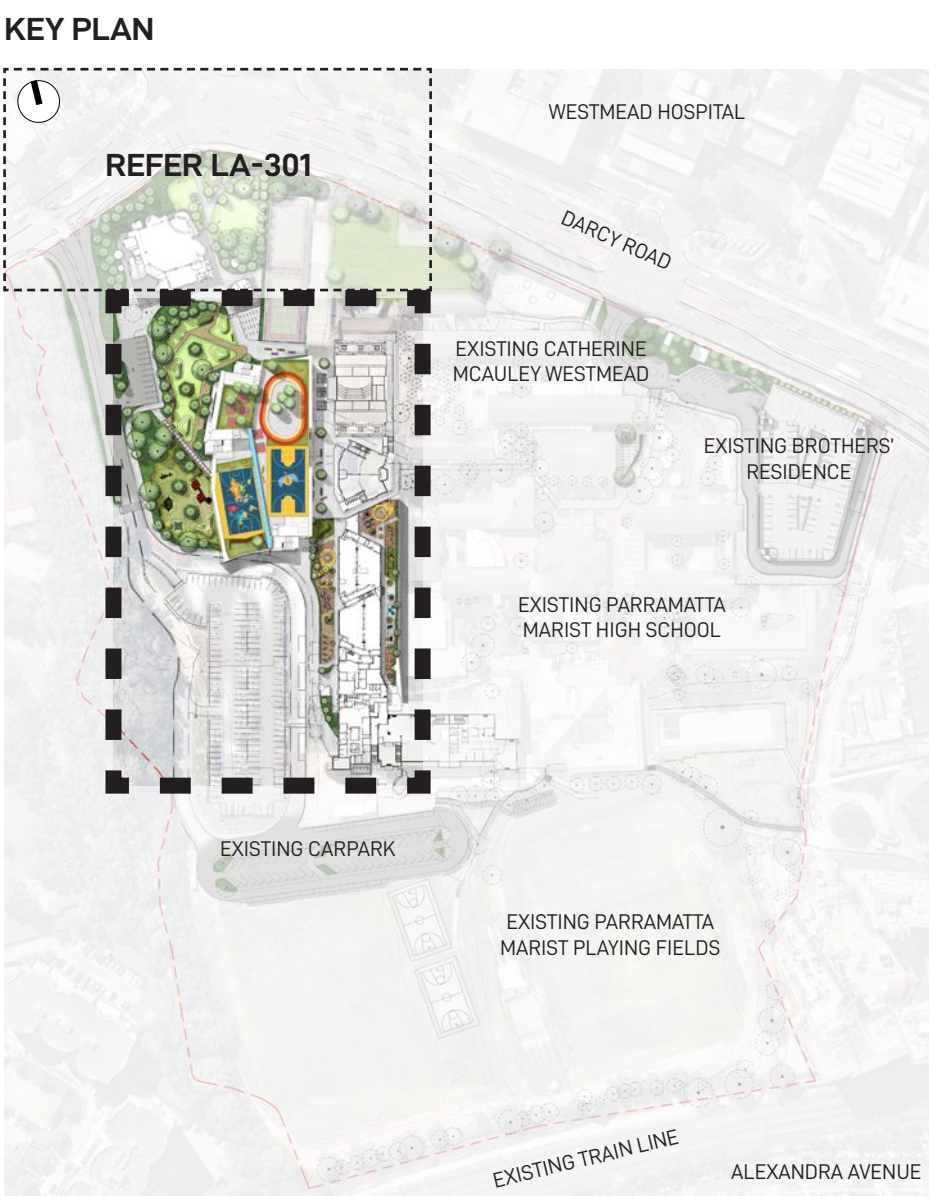
PLAY STRUCTURE PROVIDING VERTICAL PLAY OPPORTUNITIES



BIKE RACKS



MUSICAL PLAY ELEMENTS



LEGEND

- EXISTING CONTOUR LINE
- SITE BOUNDARY LINE
- PROPOSED SECURE LINE SCREENED WITH LANDSCAPING
- PROPOSED SWALE PLANTING
- + EX EXISTING SPOT LEVEL
- + RL PROPOSED SPOT LEVEL
- + FFL FINISHED FLOOR LEVEL
- PROPOSED TREE REFER TO INDICATIVE PLANT PALETTE ON DRAWING LA-601
- PROPOSED NATURAL TURF AREA
- MASS PLANTING CONSISTING OF MIXED SHRUBS, GRASSES AND GROUNDCOVERS. REFER TO INDICATIVE PLANT PALETTE ON DRAWING LA-601 FOR FURTHER DETAILS
- PROPOSED SYNTHETIC TURF PLAY AREA
- INDICATIVE HAND-BALL COURT
- PROPOSED BENCH SEATING
- TABLE AND CHAIRS

FOR DEVELOPMENT APPLICATION

<div>LANDSCAPE ARCHITECT</div> <div><div>GROUND INK</div><div>SUITE 201, 75 ARCHER ST, CHATSWOOD NSW 2067 PH. (02) 9411 3279 WWW.GROUNDINK.COM.AU ABN 55 163 025 456 ACN 163 025 456 © GROUND INK PTY LTD THIS DESIGN AND DRAWING IS PROTECTED BY COPYRIGHT.</div></div>	<div>CLIENT</div> <div><div>DIOCESE of PARRAMATTA</div><div>12 VICTORIA RD, PARRAMATTA NSW 2150 PH. (02) 8838 3400 https://paracatholic.org/</div></div>	<div>ARCHITECT</div> <div><div>ALLEANZA ARCHITECTURE</div><div>LEVEL 1, 699-697 GEORGE STREET HAYMARKET, NSW 2000 PH. (02) 8039 8822 https://www.alleanza.com.au/</div></div>	<div>PROJECT MANAGER</div> <div><div>WINIM</div><div>214 / 40 YEO STREET NEUTRAL BAY, NSW 2089 PH. (02) 8021 7667 https://winim.com.au/</div></div>	<div>ENGINEER</div> <div><div>NORTHROP</div><div>LEVEL 11, 345 GEORGE STREET SYDNEY, NSW 2000 PH. (02) 9241 4188 https://northrop.com.au/</div></div>	<div>NOTE</div> <div>VERIFY ALL DIMENSIONS ON SITE BEFORE COMMENCING WORK. REPORT ALL DISCREPANCIES TO LANDSCAPE ARCHITECT PRIOR TO CONSTRUCTION. FIGURED DIMENSIONS TO BE TAKEN IN PREFERENCE TO SCALED DRAWINGS. ALL WORK IS TO CONFORM TO RELEVANT AUSTRALIAN STANDARDS AND OTHER CODES AS APPLICABLE. LOCATION OF UNDERGROUND SERVICES TO BE PROVEN ON SITE AND PROTECTED IF NECESSARY PRIOR TO CONSTRUCTION. DIAL BEFORE YOU DIG. PLANT SPECIES AND QUANTITIES SHOWN ARE INDICATIVE ONLY AND ARE SUBJECT TO CHANGE BASED ON FUTURE PROJECT REQUIREMENTS.</div>	<table><tr><th>ISSUE</th><th>DATE</th><th>DESCRIPTION</th><th>DRAWN</th><th>CHECKED</th></tr><tr><td>A</td><td>4 Mar 20</td><td>FOR DEVELOPMENT APPLICATION</td><td>MC</td><td>RL</td></tr><tr><td>B</td><td>24 Aug 20</td><td>AMENDMENT FOR DEVELOPMENT APPLICATION</td><td>ML</td><td>RL</td></tr><tr><td>C</td><td>20 Jul 21</td><td>AMENDMENT FOR DEVELOPMENT APPLICATION</td><td>MC</td><td>RL</td></tr><tr><td>D</td><td>3 Sep 21</td><td>AMENDMENT FOR DEVELOPMENT APPLICATION</td><td>MC</td><td>RL</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	ISSUE	DATE	DESCRIPTION	DRAWN	CHECKED	A	4 Mar 20	FOR DEVELOPMENT APPLICATION	MC	RL	B	24 Aug 20	AMENDMENT FOR DEVELOPMENT APPLICATION	ML	RL	C	20 Jul 21	AMENDMENT FOR DEVELOPMENT APPLICATION	MC	RL	D	3 Sep 21	AMENDMENT FOR DEVELOPMENT APPLICATION	MC	RL																																									<div>DRAWING TITLE</div> <div><div>PRIMARY SCHOOL LANDSCAPE PLAN - GROUND LEVEL</div></div> <div><table><tr><th>DATE</th><th>JOB NUMBER</th><th>DRAWN</th><th>CHECKED</th><th>DRAWING NUMBER</th></tr><tr><td>03-Sep-21</td><td>20190722</td><td>MC</td><td>RL</td><td>LA-401</td></tr><tr><td colspan="5">PROJECT</td></tr><tr><td colspan="5">WESTMEAD CATHOLIC COMMUNITY</td></tr><tr><td colspan="5">WESTMEAD, NSW 2145</td></tr><tr><td colspan="5">SCALE</td></tr><tr><td colspan="5">1:250 / A1</td></tr><tr><td colspan="5">0 2 4 6 8 10m</td></tr><tr><td colspan="5">REV</td></tr><tr><td colspan="5">D</td></tr></table></div>	DATE	JOB NUMBER	DRAWN	CHECKED	DRAWING NUMBER	03-Sep-21	20190722	MC	RL	LA-401	PROJECT					WESTMEAD CATHOLIC COMMUNITY					WESTMEAD, NSW 2145					SCALE					1:250 / A1					0 2 4 6 8 10m					REV					D				
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