

# 4.0 Design Quality Principles

*cont. Accessible & Inclusive*  
**CELC**

Student wayfinding for CELC is always under parental or staff supervision. Students are dropped off and picked up by parents at a single point of control, the main entry to the CELC. Students are walked to and from the main entry of the visitor car park by parents. The students are signed in and out by parents at the main entry to the CELC.

**Church**

Wayfinding strategies for the Church will be different according to church activities during and outside of school hours.

**Use of the Church during school days**

It is expected that church activity will generally only relate to activities with low patronage during those times. There is a new small car park adjacent to the Church for visitors to the Parish administration building and parking for people with disabilities visiting the church.

Use of the church during the week is mainly for weekday masses, times for which do not clash with school hours and which usually have relatively low patronage. Thus, visitors to weekday mass can access school parking without disruption to school activities. The Traffic Impact Assessment (TIA) contains further details relating to other church activities during the week.

There is convenient, fully accessible and clearly marked access from Darcy Road for visitors who walk or arrive by public transport.

There is a direct link from the school to the Church for use of the Church by the school.

**Use of the Church outside of school hours**

The Church will utilise the school staff and visitor car parking for services and Church use outside of school hours. These car parking spaces are in close proximity to the Church. Visitors drive past the Church to access the car parking spaces. The pedestrian path which will lead from the car parking to the Church will be obvious and clearly marked. As noted above, the pedestrian access from Darcy Road is accessible at these times.

**Wayfinding - Internal Access and Control**

**Primary School**

As previously noted, the design of the new K-6 building has focused on strong connections between people and spaces through spatial planning and transparency, both horizontally and vertically throughout the building.

The simplicity of the internal circulation, commencing at the ground level within the K-6 building and connecting upper levels with both stairs and lifts, supports simple wayfinding logic throughout the building. The internal design will utilise graphics and signage to gateway each Learning hub and promote a sense of place and belonging.

Secure student access connects the Administration building and Teaching and Learning facilities in the primary school building.

The proposed open space at ground level not only serves as a main entrance to the building during drop off and pick up times but enables gathering and after-hours use of the space by Community and Parish groups. Canteen facilities are also strategically placed here for optimum use of this space.

**CELC**

Students are accompanied to and from their activity spaces by parents at drop off and pick up times. The wayfinding is very direct. Students are always in the same space.

The internal and associated external spaces of the CELC are secured in compliance with statutory obligations relating to such facilities.

**Church**

The Church is essentially an internal, single use space. The nature of the internal design, which gives particular identity to each of the ecclesiastical items within the interior of the Church, results in separate considerations for *wayfinding* not being required for the interior of the Church.

**Signage**

The diagram on the previous page indicates the proposed signage locations relating to;

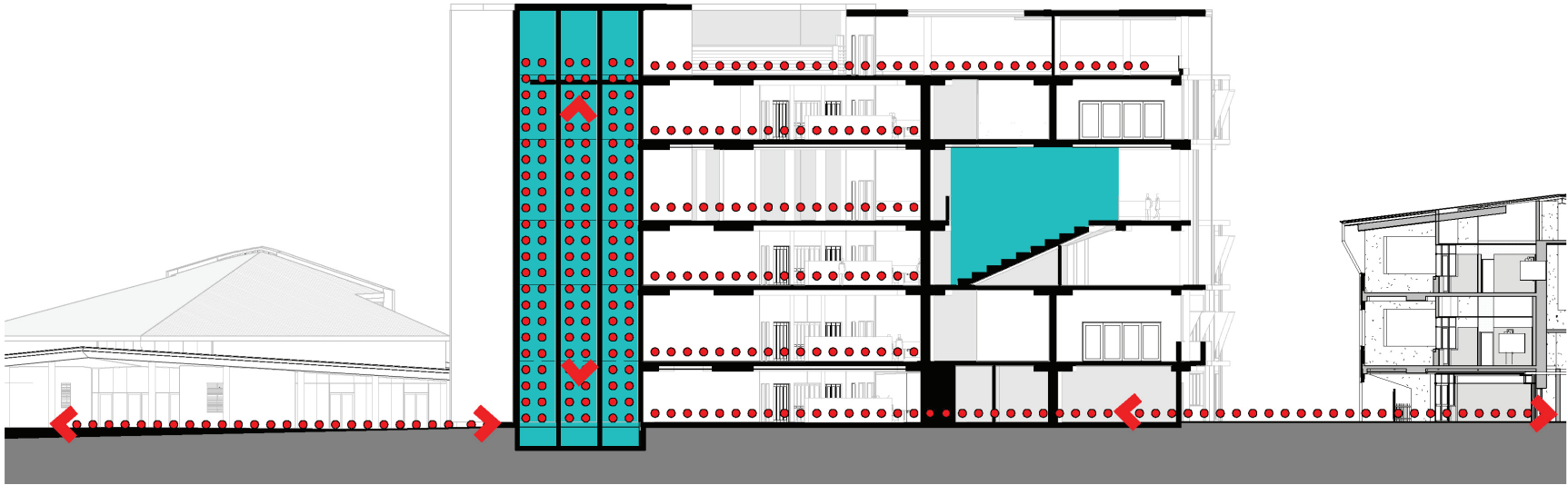
- Identification/Directional signage
- Directional signage

Approaches noted in this report are a guide and will be detailed as part of the Design Development phase, synthesizing advice from specialist consultants with requirements of CEDP and Sacred Heart Parish. Signage will include Parish and School identification symbolism, including logos as appropriate and other information pertinent to each of the locations.

**Accessibility**

All facilities are fully accessible and do not require separate wayfinding for anyone with disabilities, other than that which will be required for standard statutory compliance.

The facilities and landscape have been designed in accordance with the relevant Australian Standards and meet the obligations for equitable and dignified access provisions of the Disability Discrimination Act.



K-6 Building diagrammatic internal movement

Principle - Health & Safety

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

The K-6 school building has been designed to maximise outdoor space, natural light and ventilation to promote the wellbeing of occupants. All windows are operable. Low VOC materials will be specified in the construction of the school to ensure the health of the occupants.

CPTED

Besides consideration of the CEDP Learning Model, the following Crime Prevention Through Environmental Design (CPTED) principles have been taken into consideration in the design:

- Surveillance
- Access Control
- Territorial reinforcement
- Space Management

The school planning is proposed as being secure and open in line with its operational plan, designed to maximise passive surveillance and visibility by staff of all students during formal and informal activities. As part of this strategy, CPTED principles have been adopted;

- Toilets have been designed to deter bullying. The school will have individual toilet cubicles with fully supervised entrances instead of blocks of toilets used by multiple students in an unsupervised setting.
- All stairwells are open and glazed as much as possible, to minimize bullying opportunities in those spaces.
- Floor plates have been designed to eliminate possible hideaway areas for students with all parts of each floor able to be supervised without creating hiding opportunities for students.
- External lighting will be designed for surveillance and visibility outside school hours

The green travel plan that has been developed also aims to promote walking and cycling to the school secure bicycle parking is provided to facilitate this.

Also as previously noted, in order to preserve or enhance the health, diversity and productivity of the environment for future generations, the Indoor Environmental Quality as well as the proposed landscape design has been considered to ensure the health and well being of occupants and to encourage them to actively engage with their surroundings.



Open Stairwells and passive surveillance of open space

cont. Health & Safety

Safety in Design

Safe design is about incorporating hazard identification and risk assessment methods early in the design process, to eliminate or minimise risks of injury throughout the life of the buildings. Listed below are the five key Safe Design Principles with reference to the development of the WCC project.

CPTED - Principle 1

*Persons with control—those who make decisions affecting the design of products, facilities or processes are able to promote health and safety at the source.*

Design elements, Products, Materials and Processes are specifically developed with inherited consideration for health and safety associated with significant risk. For example: the K-6 school building has been designed for roof access with full height balustrades for fall prevention, detail design minimizes climability and reduces application of lifeline systems. However such systems will be adopted for facade cleaning and maintenance. Facade layering has been developed to support ease of access.

CPTED - Principle 2

*Product lifecycle—safe design applies to every stage in the lifecycle from conception through to disposal. It involves eliminating hazards or minimising risks as early in the lifecycle as possible.*

Products have been selected specifically with inherited safety features with their ease of construction, robustness and minimal maintenance requirements through the lifecycle of the building though to dismountability and recycability at the end of building’s life. Tackling health & safety implications at the source - within the materials properties themselves.

CPTED - Principle 3

*Systematic risk management—apply hazard identification, risk assessment and risk control processes to achieve safe design.*

Design Hazard/Risk Register will be utilised throughout the design development process to identify, log and manage out potential, significant safety issues in the design, construction, maintenance, operational and overall life long use of the buildings.

CPTED - Principle 4

*Safe design knowledge and capability—should be either demonstrated or acquired by those who control design.*

Design solutions and Strategies for health & safety will be developed inclusive of maintenance logistics required for both internal and external operational requirements of the building.

CPTED - Principle 5

*Information transfer—effective communication and documentation of design and risk control information amongst everyone involved in the phases of the lifecycle is essential for the safe design approach.*

Potential Risks/Hazards identified will be challenged and resolved throughout the design development process in coordination with the wider design team through design development workshops.

Principle - Amenity

*Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.*  
*Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.*  
*Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.*

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Please refer to the design statement relating to the School which addresses the circumstances of amenity.

Further to this, the outdoor spaces immediately adjacent to the Teaching and Learning spaces will be an extension of the enclosed learning environments and will offer greater opportunities for creativity and learning. Spaces and Learning settings designed in the building both internally and externally, will support the range of needs of students and staff alike. The facilities will encourage learning, integration and collaboration, inter disciplinary activity and efficient movement of students and staff between all internal and external spaces.

External covered spaces will feature age-appropriate landscaping also ensuring that students are able to use the spaces in all weather conditions.

The building is well set back from all boundaries and will not have any overshadowing or acoustic impact on any adjacent properties.

The proposed undercroft at the front arrival zone serves as a main entrance to the K-6 school building providing both a bus set down zone and milling space together with extended open space for students.

The new school building which will have segregated student movement flows, parental pick-up/drop-off and bus set downs, aims to achieve the highest safety in design standards.



# 4.0 Design Quality Principles

## Principle - Whole of Life, Flexible and Adaptive

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

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The proposed building provides facilities to meet the school’s immediate and future needs. As noted previously, some facilities can be shared with the wider community when the school is not in operation.

The new K-6 school building integrates with the existing campus and permits the continued use of the schools with minimal disruption during the construction phase.

The siting of the new K-6 school building adjacent to the existing campus building creates opportunities for the future adaptability of existing facilities and for connection to future senior and other specialist facilities which will be located at the core of the campus. The consolidation of specialist facilities proximate to the primary and secondary schools will create an environment that fosters collaboration, creativity and efficiency.

The learning spaces of the K-6 building have been specifically designed to accommodate a range of learning settings, environments and group sizes to maximise opportunities for contemporary teaching and learning.

The structural system utilised in the design allows for adaptation to meet the requirements of future learning environments. Most walls are non-load bearing to allow future modifications to be made simply with minimal impact to the building structure making the entire built area adaptable to future change.

4 Star Green Star Rating is being sought and the life cycle of materials and components have been considered in this process.



Principle - Aesthetics

*School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.*  
*The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.*

Please refer to the design statement relating to the School which addresses the circumstances of aesthetics.

The proposed new building is located on the western edge of an existing school development in a landscape of extended open space consisting of playing fields and established creek at the west boundary of the site.

The form and visual expression of the proposed building responds not only to the harder edge of the existing buildings to the east but also the breadth of landscape to south west orientations along its western façade. The provision of an oculus will frame open space zones vertically through the building and in celebrating those views will form an architectural feature to the west elevation on approach from Darcy Road.



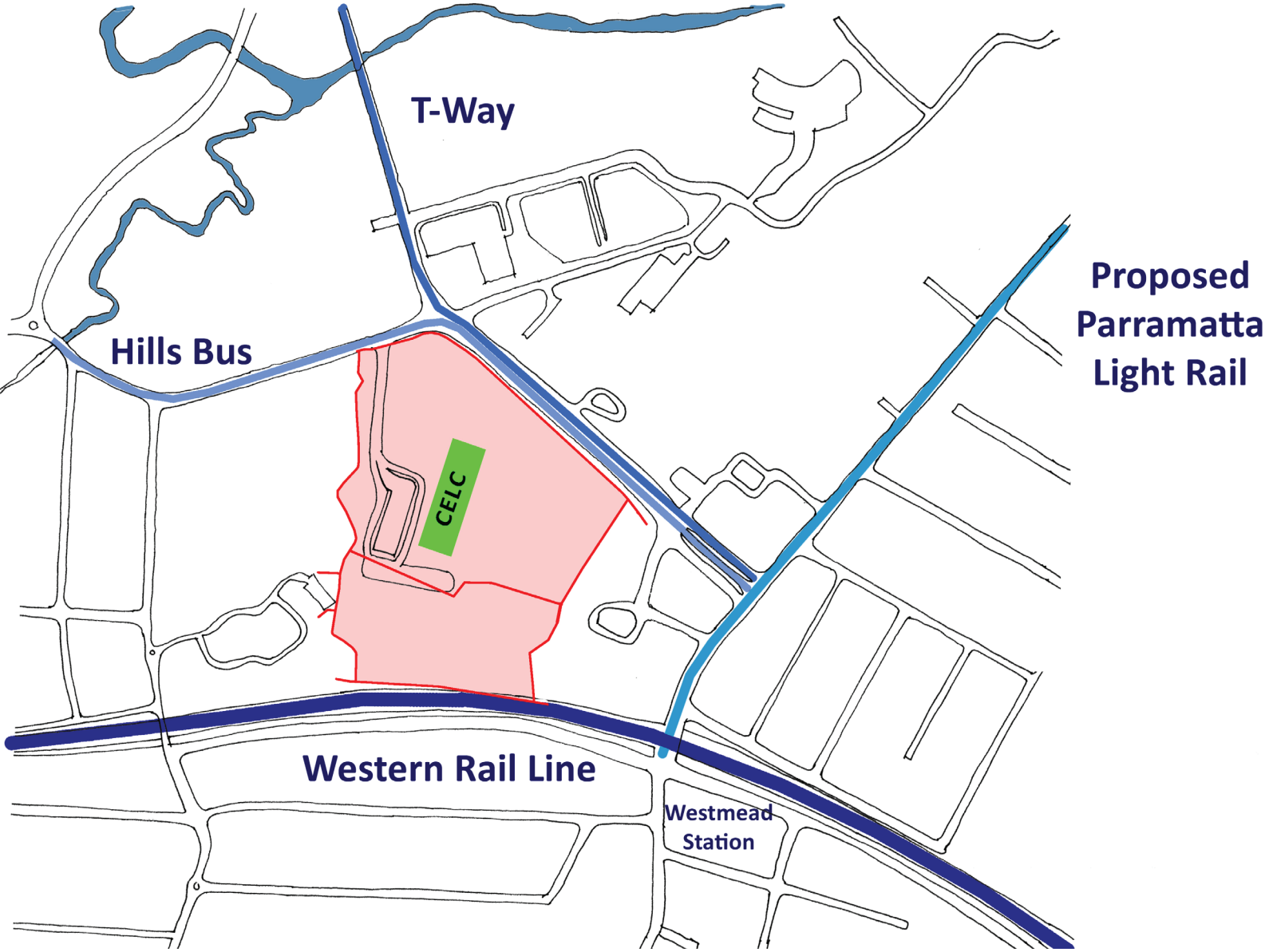
5.0

# Catholic Early Learning Centre (CELC) Compliance Statement



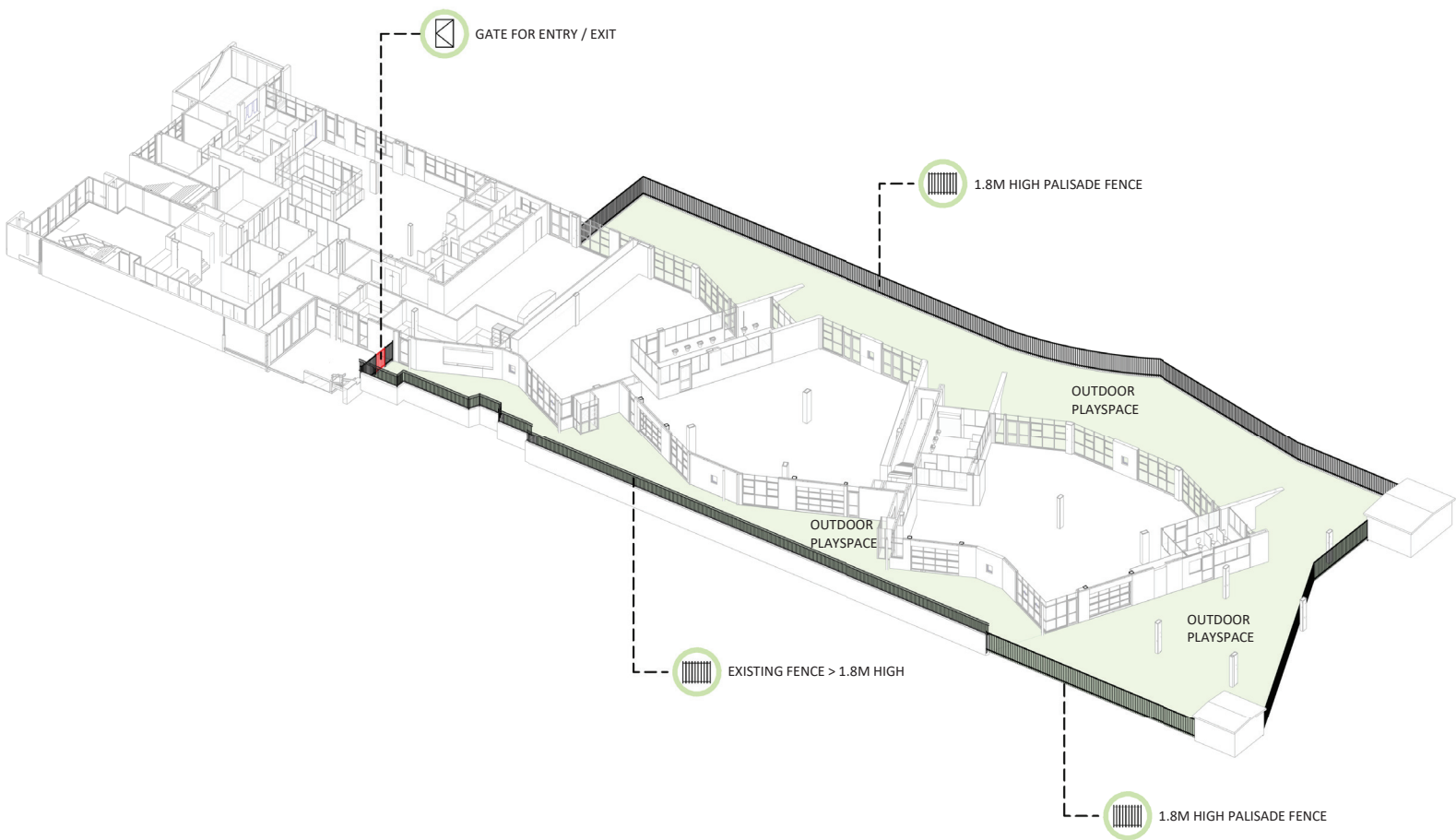
Information in the following charts demonstrate how the proposed CELC complies with SEPP (Educational Establishments and Child Care Facilities) 2017 and the Child Care Planning Guideline of DoPE, August 2017

Considerations	Assessment of Proposal
<b>3.1 Site selection and location</b>	
C1 – To ensure that appropriate zone considerations are assessed when selecting a site.	<p>The proposed CELC site is located within Zone SP2 Educational Establishment, currently occupied by Mother Teresa Primary School, Catherine McAuley, and Parramatta Marist High School. The proposal seeks to develop the site further and proposes to expand the educational precinct to include an Early Learning Centre for 3-6-year-old children. Thus, the site selection for this CELC is compatible with the surrounding land use.</p> <p>The proposal is located off the lot's private internal road and in an existing building that is currently occupied by kindergarten students attending the Mother Teresa Primary School. Thus, this location will not negatively impact on the existing sources of noise within the site as it was previously occupied by kindergarten students.</p>
C2 – To ensure that the site selected for a proposed childcare facility is suitable for the use.	<p>As mentioned above, the site selection for this CELC is compatible with the surrounding land use.</p> <p>The CELC site is being used by kindergarten students to date, thus the site is environmentally safe for children and free of contaminants.</p> <p>The proposal is to occupy and retrofit an existing kindergarten premises for its new use. A Kindergarten and an Early Learning Centre are very similar uses thus the premises is suitable for the proposed use.</p> <p>There is existing off street parking adjacent to the CELC site that is available for drop off and pick up. The lot includes an existing private road off Darcy road that provides access to parking and drop off and pick up, thus is safe for the proposed use.</p> <p>The proposed CELC is only a small portion of a larger educational precinct. It is not near any incompatible social activities and uses.</p>
C3 – To ensure that sites for childcare facilities are appropriately located.	<p>The proposal is located amongst existing educational establishments, the Mother Teresa Primary School, Catherine McAuley, and Parramatta Marist High School and is hence surrounded by compatible uses.</p> <p>The proposal is also located 700m from Westmead Station and close to bus stops on Darcy Road that operate between Paramatta and the Hills district.</p> <p>The site is also in close proximity to the future Westmead light rail station.</p> <p>The Lot is also adjacent to employment at the Westmead Hospital located across the road.</p>
C4 – To ensure that sites for childcare facilities do not incur risks from environmental, health of safety hazards.	<p>The CELC site is located within a 12ha site and is bounded by other educational establishments. Thus, the CELC site is not located in an area that is risky to children, staff and visitors and adverse environmental conditions.</p>



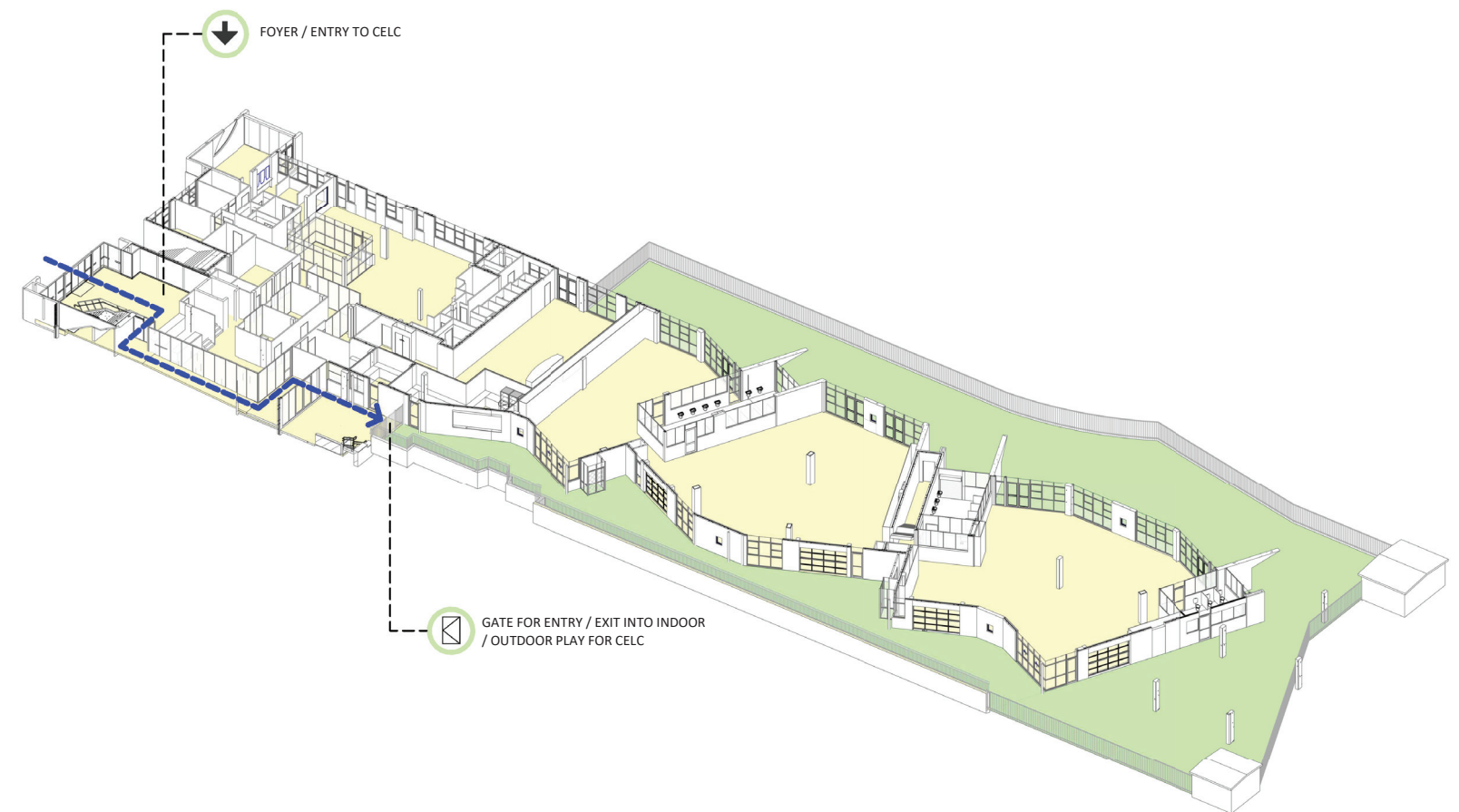
5.0 CELC - Compliance

3.2 Local character, streetscape and the public domain interface	
C5 – To ensure that the childcare facility is compatible with the local character and surrounding streetscape.	<p>The proposal is located within an existing building. No new building is proposed.</p> <p>The proposal also includes a new playground and landscaping to the areas adjacent to the building allocated for the CELC’s outdoor play. This will provide greater amenity to the site with additional natural and landscaping elements.</p>
C6/C7/C8 – To ensure clear delineation between the childcare facility and public spaces.	<p>The CELC Site will be bound by fencing to ensure safety for children entering and leaving the facility.</p> <p>Landscaping will be established along the internal fence line to soften the perimeter fencing. However, heavy screen planting has been limited due to the CELC being located within the educational precinct and visual connection to the other establishments within the precinct are favourable.</p> <p>The childcare centre will be signposted to emphasis the CELCs entry. Wayfinding elements will also be introduced to improve legibility for visitors and children.</p>
C9/C10 – 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.	<p>The fencing for the CELC will not dominate the public domain. The proposed CELC is located away from Darcy Road and the general public’s view.</p> <p>The area in question is already currently fenced for the current use, the proposed CELC will simply adjust the location of the fence on the western side to suit the area required for the CELC’s outdoor play. The proposed new fence will be a palisade fence to match the existing. Thus, it will be visually permeable and bound by new soft landscaping.</p>
3.3 Building orientation, envelope and design	
C11 – To respond to the streetscape and site, while optimising solar access and opportunities for shade.	<p>The CELC proposal does not impact on any neighbours due to the location and scale of the proposal within the lot.</p> <p>The proposal maintains the buildings perimeter glazing and proposes to reinstate glazing that has been blocked by internal partitions/films to optimise solar access, light and enhance supervision into the internal and external play areas.</p>
C12 – to ensure that the scale of the child care facility is compatible with adjoining development and the impact on adjoining buildings is minimised.	<p>This clause is not applicable as it is an existing building.</p>
C13/C14 – To ensure that setbacks from the boundary of a child care facility are consistent with the predominant development within the immediate context.	<p>This clause is not applicable as it is an existing building.</p>
C15 – To ensure that the built form, articulation and scale of development relates to its context and buildings are well designed to contribute to an areas character.	<p>The proposal retains the existing built form.</p> <p>The planting and trees proposed for the outdoor play area are species from the local area and have been selected to contribute to the areas character, landscape setting and climate.</p> <p>Where possible, existing trees within the CELCs playground has been maintained.</p> <p>Refer to Landscape DA Documentation prepared by GroundInk for further information.</p> <p>Refer to the Arboricultural Impact Assessment Tree Protection Specification prepared by treeiQ.</p>
C16 – To ensure that buildings are designed to create safe environments for all users.	<p>Entry to the CELC is provided via a single entry point on the South Eastern portion of the existing building via an existing foyer. All children will enter and exit through this foyer.</p>



## 5.0 CELC - Compliance

C17 – To ensure that child care facilities are designed to be accessible by all potential users.	Refer to Access report prepared by Morris Goding issued as part of this application.
<b>3.4 Landscaping</b>	
C18/C19 – To provide landscape design that contributes to the streetscape and amenity.	Soft planting is provided along the fence line, however heavy screen planting has been limited due to the CELC being located within the educational precinct and visual connection to the other establishments within the precinct are favourable.  Refer to Landscape DA Documentation prepared by GroundInk for further information.
<b>3.5 Visual and acoustic privacy</b>	
C20/C21 – To protect the privacy and security of children attending the facility.	The CELC site is located amongst other educational buildings on a larger site. Thus, this is not an issue.
C22 – To minimise impacts on privacy of adjoining properties.	The CELC site is located amongst other educational buildings on a larger site. Thus, this is not an issue.
C23/C24 – To minimise the impact of child care facilities on the acoustic privacy of neighbouring residential developments.	The CELC site is located amongst other educational buildings on a larger site. The residential development on the adjoining lot is more that 200m away, thus this is not an issue.  An Acoustic report has been prepared to accompany this SSDA and has determined no acoustic fence is required. For further details, refer to the Noise & Vibration Impact Assessment prepared by JHA Services
<b>3.6 Noise and air pollution</b>	
C25/C26 – To ensure that outside noise levels on the facility are minimised to acceptable levels.	Refer to the Noise & Vibration Impact Assessment prepared by JHA Services
C27/C28 – 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.	N/A
<b>3.7 Hours of Operation</b>	
C29/30 – To minimise the impact of the child care facility on the amenity of neighbouring residential developments.	The proposed hours of operation are 6am-6pm, Monday to Friday. The CELC site is located within an Educational precinct on a large 12ha site. Residences on the adjoining lot are greater than 200m away. Thus, the hours of operation of the proposed CELC will not impact on the neighbouring residential developments.
<b>3.8 Traffic, parking and pedestrian circulation</b>	
C31/C32/C33 – To Provide parking that satisfies the needs of users and demand generated by the centre	The parking allocated for the CELC, as per Council requirements will be the existing parking closest to the CELC's entry. The parking currently provided for the school is in excess to the parking required. These spaces will be used as part of the CELC.  Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership for further details.



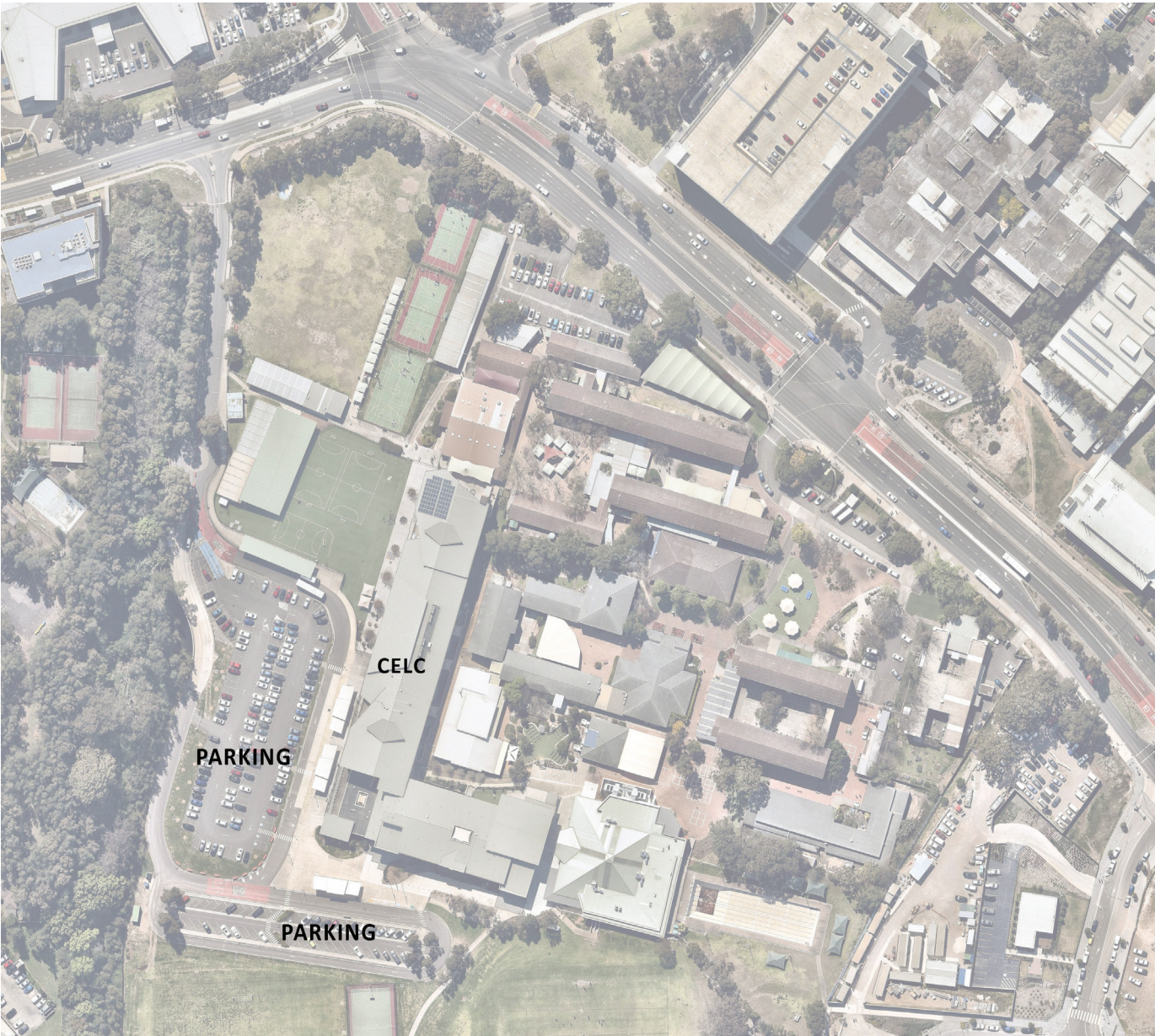


5.0 CELC - Compliance

C34/C35 – To provide vehicle access from the street in a safe environment that does not disrupt traffic flows.	<p>Vehicular access to the site is provided via an internal private road off Darcy Road.</p> <p>Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership</p>
C36/C37/C38 – To provide a safe and connected environment for pedestrians both on and around the site.	<p>The CELC is proposed within an existing school building where pedestrian access is already established. Pedestrian crossings from the car park to the footpath and the CELC’s entry already exists.</p> <p>Existing Delivery and Loading areas are to be maintained</p> <p>Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership</p>

Part 4: Applying the National Regulations

Regulation	Requirements	Proposed	Assessment
4.1 Regulation 107: Space Requirements – indoor space	The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 3.25 square metres of unencumbered indoor space. It is recommended that a child care facility provide: <ul style="list-style-type: none"><li>- a minimum of 0.3m3 per child of external storage space</li><li>- a minimum of 0.2m3 per child of internal storage space.</li></ul>	Number of Childcare places:	200
		Min. area Required:	200 x 3.25 = 650 m²
		Provided area:	897.5m²
		Min. required External Storage:	200 x 0.3= 60 m³
		Volume Provided:	77.53m³
		Min. required Internal Storage	200 x 0.2m³ = 24 m³
		Volume Provided:	55.59m³
		Refer Architectural drawings AC-DA-900 for Area Calculation details	
4.2 Regulation 106: Laundry and hygiene facilities	The approved provider of an education and care service must ensure that the service has— <ul style="list-style-type: none"><li>- laundry facilities or access to laundry facilities; or</li><li>- other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering— that are adequate.</li></ul> The approved provider of the service must ensure that laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children.	On site laundry facilities have been provided. Refer to Architectural drawing DA-AC-100 and DA-AC-150.	





5.0 CELC - Compliance

4.7 Regulation 115: Premises designed to facilitate supervision	<p>The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.</p>	<p>The proposal has been carefully designed to ensure supervision is maintained to all areas being used by children while working with the constraint of the existing building.</p> <p>The full height glazing along the perimeter allows for supervision from inside to outside.</p> <p>The introduction of new partial height glazing where possible internally also allows for supervision between the playrooms and the Children's toilet.</p> <p>The open plan layout of the playrooms also enhances the supervision allowing for educators to see right through from the western outdoor playground right into the playroom and out to the Eastern outdoor play area.</p> <p>Refer to Architectural package.</p>	✓
4.8 Regulations 97 and 168: Education and Care Services National Regulations	<p>Regulations 168 sets out the list of procedures that a care service must have, including procedures for emergency and evacuation.</p> <p>Regulation 97 sets out the detail for what those procedures must cover including:</p> <ul style="list-style-type: none"><li>- instructions for what must be done in the event of an emergency; and</li><li>- an emergency and evacuation floor plan, a copy of which is displayed in a prominent position near each exit</li><li>- a risk assessment to identify potential emergencies that are relevant to the service.</li></ul>	<p>This will be provided at a later date by the operator</p>	Capable of complying

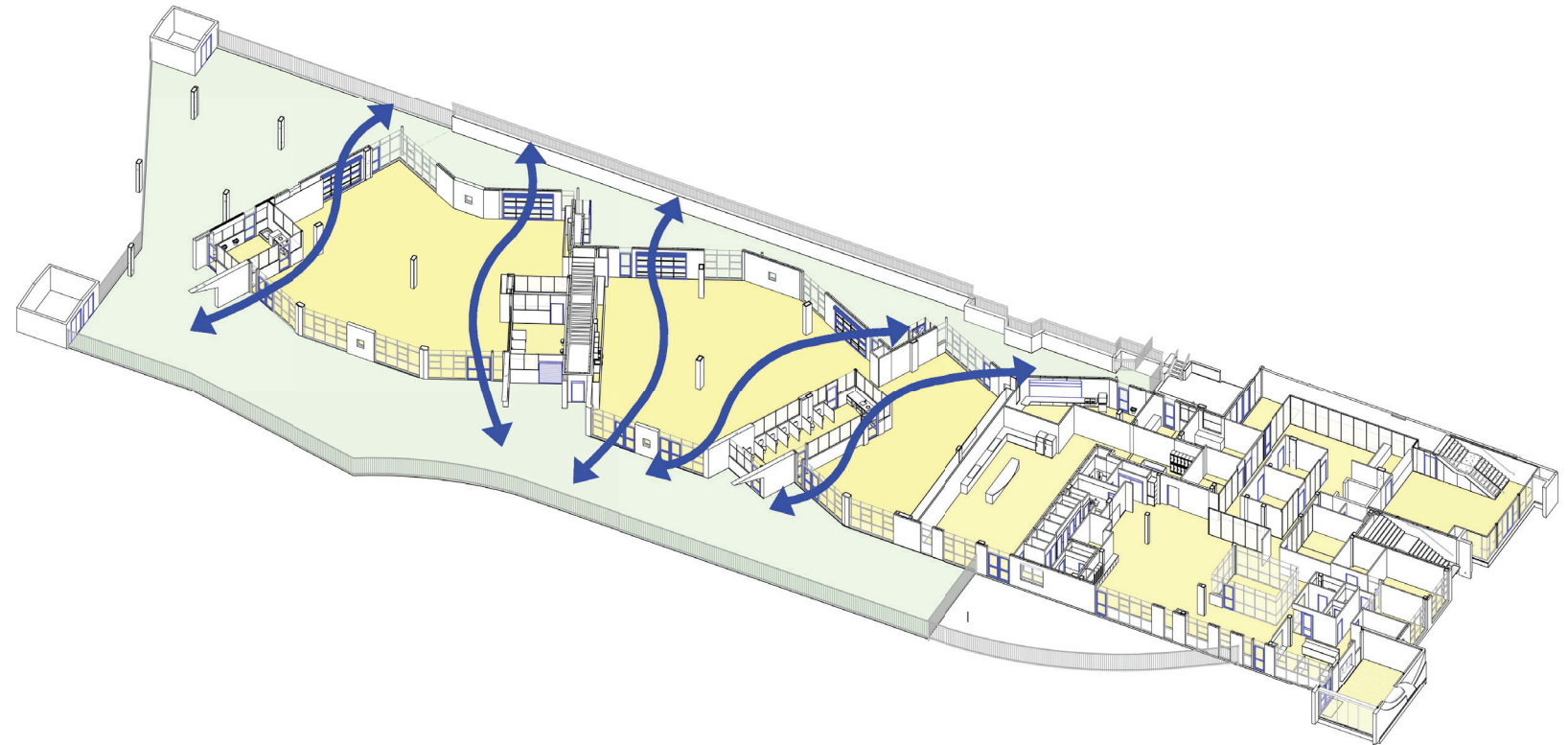


## 5.0 CELC - Compliance



4.11 Regulation 114: Outdoor space – Shade	<p>The approved provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.</p> <p>Outdoor play areas should:</p> <ul style="list-style-type: none"> <li>- have year-round solar access to at least 30 per cent of the ground area, with no more than 60 per cent of the outdoor space covered.</li> <li>- provide shade in the form of trees or built shade structures giving protection from ultraviolet radiation to at least 30 per cent of the outdoor play area</li> <li>- have evenly distributed shade structures over different activity spaces.</li> </ul> <p>Planting for shade and solar access is enhanced by:</p> <ul style="list-style-type: none"> <li>- placing appropriately scaled trees near the eastern and western elevations</li> <li>- providing a balance of evergreen and deciduous trees to give shade in summer and sunlight access in winter.</li> </ul>	<p>CELC is proposed in an existing building.</p> <p>Outdoor spaces have solar access all year round and is divided into shaded and non-shaded spaces.</p> <p>Solar Access is provided to greater than 30% of the ground area year round. Shade is provided by the existing building over. 657m<sup>2</sup> of the outdoor space is proposed to be shaded. This is less than 50% of the total outdoor space.</p> <p>Refer Architectural drawings AC-DA-900 for Area Calculation details</p> <p>New and existing trees are proposed to the outdoor spaces which will provide additional shading.</p> <p>Refer to Landscape prepared by GroundInk</p>	✓
4.12 Regulation 104: Fencing	<p>The approved provider of an education and care service must ensure that any outdoor space used by children at the education and care service premises is enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through, over or under it.</p> <p>Design considerations for side and rear boundary fences could include:</p> <ul style="list-style-type: none"> <li>- being made from solid prefinished metal, timber or masonry</li> <li>- having a minimum height of 1.8 metres</li> <li>- having no rails or elements for climbing higher than 150mm from the ground.</li> </ul>	<p>Outdoor space is enclosed by a 1.8high palisade fence.</p> <p>Refer to Architectural Drawing AC-DA-100.</p>	✓
4.13 Regulation 25: Additional information – soil assessment	<p>With every service application one of the following is required:</p> <ul style="list-style-type: none"> <li>- a soil assessment for the site of the proposed education and care service premises</li> <li>- if a soil assessment for the site of the proposed child care facility has previously been undertaken, a statement to that effect specifying when the soil assessment was undertaken</li> <li>- a statement made by the applicant that states, to the best of the applicant's knowledge, the site history does not indicate that the site is likely to be contaminated in a way that poses an unacceptable risk to the health of children.</li> </ul>	<p>A preliminary Investigation has been undertaken and the site has been identified as having a low risk of contamination. Refer to Site Investigation report prepared by Martens consulting Engineers</p> <p>Additional testing will be performed following demolition of structures as recommended.</p>	Capable of complying

## 5.0 CELC - Compliance

Regulation	Requirements	Proposed	Assessment
4.3 Regulation 109: Toilet and hygiene facilities	The approved provider of an education and care 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.	Number of toilets provided for children: 16  Number of handbasins provided for children: 14	✓
4.4 Regulation 110: Ventilation and natural light	The approved provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises— - are well ventilated; and - have adequate natural light; and - are maintained at a temperature that ensures the safety and wellbeing of children.	Doors on either side of the CELC can be opened for natural ventilation. Glass is already provided along a large portion of the perimeter on the building that provide natural light. The space allocated for the CELC is also currently airconditioned and this is to be maintained for the new use.	✓
4.5 Regulation 111: Administrative space	The approved provider of a centre-based service must ensure that an adequate area or areas are available at the education and care service premises for the purposes of— - conducting the administrative functions of the service; and - consulting with parents of children; and - conducting private conversations.	A reception, a principal's office, an interview room, a meeting room has been provided for the use of the CELC within the Administration portion of the building.  Refer to Architectural drawing DA-AC-100 and DA-AC-150.	✓
4.6 Regulation 112: Nappy change facilities	The approved provider of the service must ensure that the following are provided— - if any of the children are under 3 years of age, at least 1 properly constructed nappy changing bench; and - hand cleansing facilities for adults in the immediate vicinity of the nappy change area. - a bench type baby bath within one metre from the nappy change bench - a space to store steps - positioning to enable supervision of the activity and play areas. The approved provider of the service must ensure that nappy change facilities are designed, located and maintained in a way that prevents unsupervised access by children.	The CELC is proposed for 3-6-year-old children. However, 2 x change areas have been provided within the amenity's areas. These facilities are surrounded with glazing to allow for supervision into the playrooms.  Refer to Architectural drawing DA-AC-100 and DA-AC-151.	✓



## 5.0 CELC - Compliance

<p>4.9 Regulation 108: Space requirements – outdoor space</p>	<p>The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 7 square metres of unencumbered outdoor space.</p> <p>Where a covered space such as a verandah is to be included in outdoor space it should:</p> <ul style="list-style-type: none"> <li>- be open on at least one third of its perimeter • have a clear height of 2.1 metres</li> <li>- have a wall height of less than 1.4 metres where a wall with an opening forms the perimeter</li> <li>- have adequate flooring and roofing</li> <li>- be designed to provide adequate protection from the elements</li> </ul>	<p>Number of children: 200</p> <p>Required area: 1400 m<sup>2</sup></p> <p>Provided area: 1447.3m<sup>2</sup></p> <p>Refer Architectural drawings AC-DA-900 for Area Calculation.</p>	
<p>4.10 Regulation 113: Outdoor space – natural environment</p>	<p>The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment. Shrubs and trees selected for the play space must be safe for children. Avoid plant species that risk the health, safety and welfare of the facility's occupants, such as those which:</p> <ul style="list-style-type: none"> <li>- are known to be poisonous, produce toxins or have toxic leaves or berries</li> <li>- have seed pods or stone fruit, attract bees, have thorns, spikes or prickly foliage or drop branches</li> </ul> <p>The outdoor space should be designed to:</p> <ul style="list-style-type: none"> <li>- provide a variety of experiences that facilitate the development of cognitive and physical skills, provide opportunities for social interaction and appreciation of the natural environment</li> <li>- assist supervision and minimise opportunities for bullying and antisocial behaviour</li> <li>- enhance outdoor learning, socialisation and recreation by positioning outdoor urban furniture and play equipment in configurations that facilitate interaction.</li> </ul>	<p>Landscaping selection has been selected appropriately for the use and consideration has been made for the conditions of the site.</p> <p>Natural elements are used in the design where possible.</p> <p>The outdoor spaces has been designed appropriately to stimulate and challenge the users.</p> <p>The full height glazing along the perimeter of the building as well as the open plan layout of the activity rooms allow for supervision by the educators from the western outdoor play area right through to the eastern outdoor play area.</p> <p>Refer to Landscape Package prepared by GroundInk.</p>	

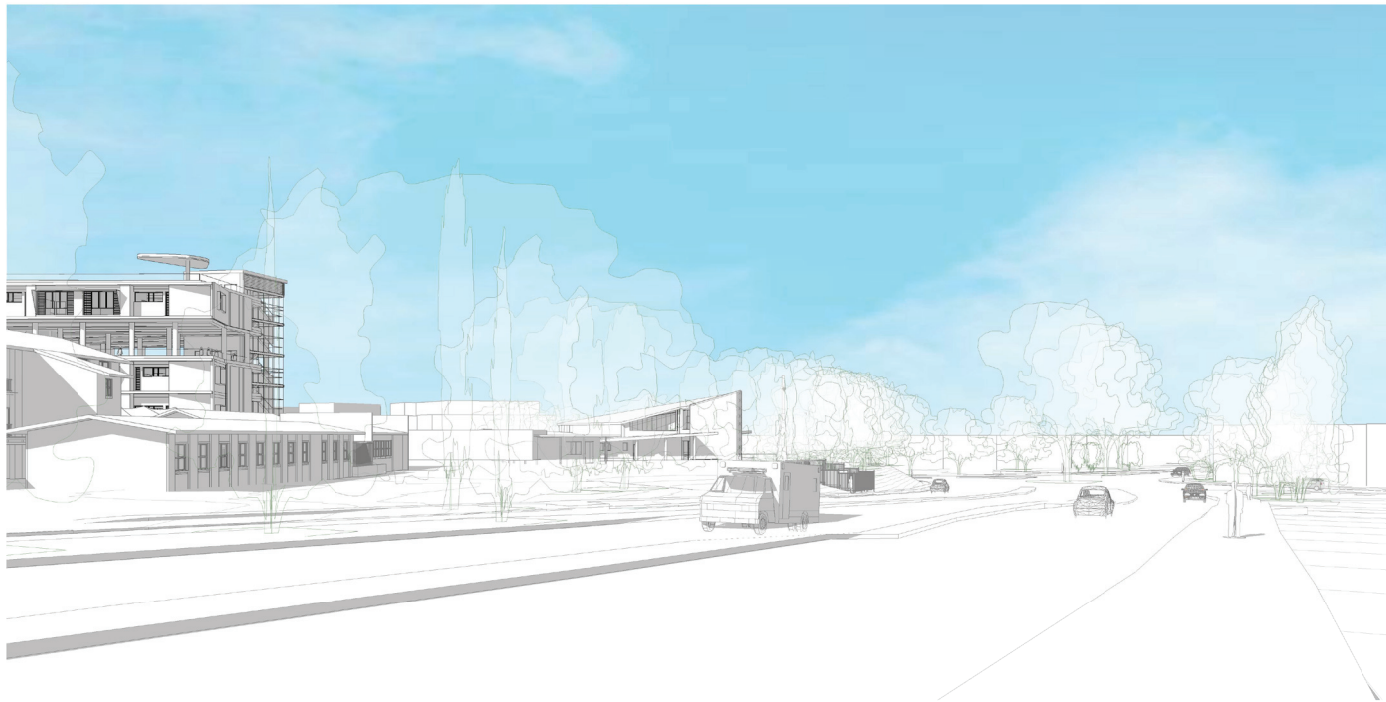




# 6.0

## General Considerations

View Analysis



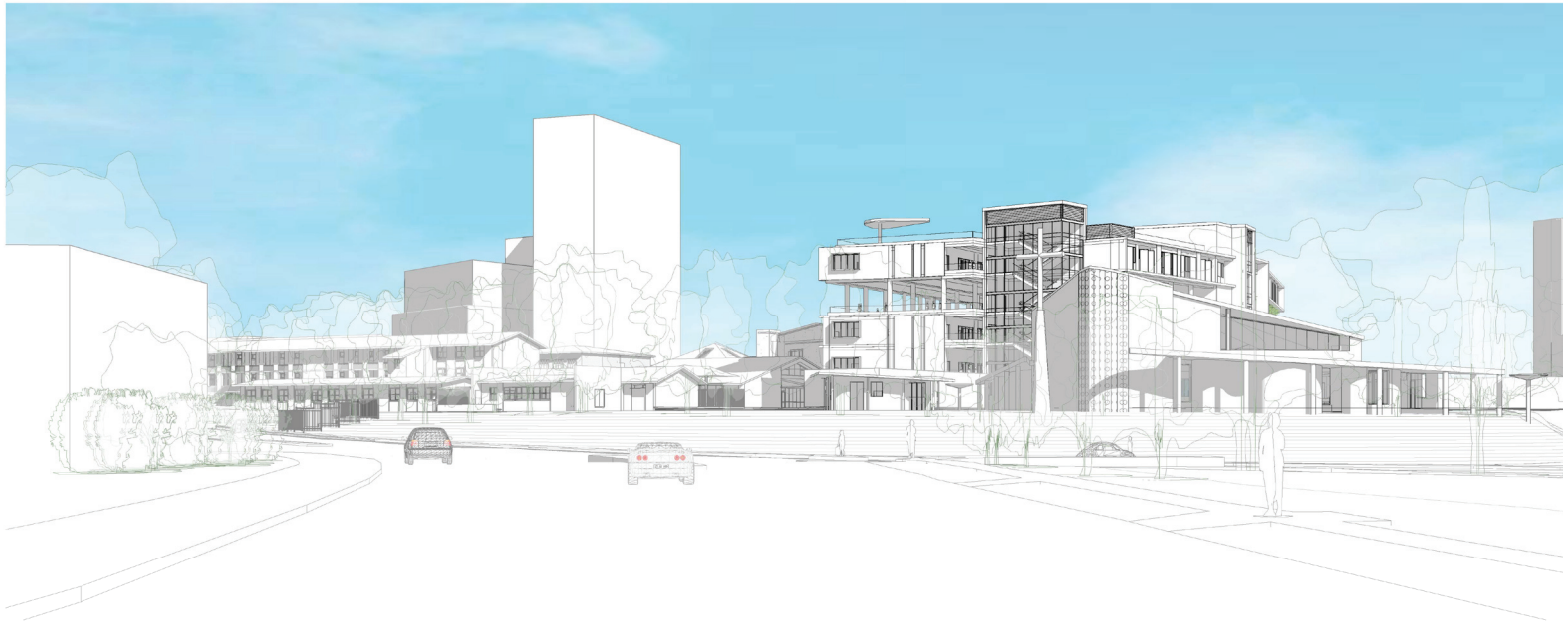
1 VIEW OF SITE FROM DARCY ROAD LOOKING WEST



1 VIEW OF SITE FROM INSTITUTE RD



2 VIEW OF SITE FROM DARCY ROAD LOOKING EAST



2 VIEW OF SITE FROM MONS RD

## 6.0 General Considerations

### SERVICES

Building services have been strategically designed to maximise efficiency of the systems and integration with the built fabric.

#### MECHANICAL

##### School

Inquiry Hubs and other Learning spaces in the K-6 building will be airconditioned using cassette units selected to achieve required capacity with fan on low speed so as to minimise noise.

Airchange requirements will be achieved via natural ventilation with all openings being a minimum of 5% of floor area.

The main plant containing air cooled condensers is located in two positions on the roof within louvred enclosures above the K-6 building. CO2 monitoring and alarms will be implemented throughout. Indicator panels in each space will also note if outdoor conditions are favorable for natural ventilation without air conditioning.

Toilets and stores will be mechanically ventilated. All risers are strategically located to ensure maximum efficiency and without compromise to space planning.

##### Church

The Church will be air conditioned using a ducted split VRV/FCU system. Toilets will be mechanically ventilated.

A/c planting will be in a separate condenser enclosure where shown on documentation.

#### CELC

Existing air conditioning and mechanical ventilation systems, which are similar to those proposed for the new K-6 building, will be re-used for the change-of-use of the part of the existing building.

#### ELECTRICAL

Endeavour Energy has advised that the proposed development requires 1600A or 1108 KVA supply.

Part of the supply will be supplied from an existing substation 7763.

The K-6 building and Church – with a load of 1476A or 1022.6 KVA – will be provided by upgrade or replacement of an existing substation 29180. Level 3 design and submission to Endeavour Energy will take place in accordance with their requirements.

Electrical and communications risers have been strategically located to ensure the most efficient coverage is achieved.

#### HYDRAULIC

Investigations have revealed that existing water and fire protection infrastructure has sufficient capacity to be modified to suit the needs of the new K-6 building and Church without the need for augmentation or diversion of surrounding supplies available to the campus.

#### FIRE

The site is serviced by a 250mm water reticulation system along Darcy Road. There is a 100mm connection to a fire hydrant booster assembly and pump which then reticulates via a 150-diameter ring main.

#### WATER

Water supply for new buildings will connect to the existing 65mm diameter water service.

Water pressure and flow characteristics have been confirmed and modeling by Sydney Water shows the main being capable of supporting the required flows for the project.

S73 inquiry with Sydney Water will be made to determine if the Church can operate on separate supply.

Rain water from the new K-6 school building and Parish Church will be collected in underground tanks adjacent to each of the new buildings for re-use in maintenance of gardens and landscape.

#### SEWER

Existing sewerage services connect to a 300mm diameter Sydney Water sewer line which runs in a north/south direction through the site below the proposed K-6 building.

Investigations have revealed that:

- The sewer line can be diverted around the new building
- The Church is able to connect to the existing main

#### WASTE

The Westmead Catholic Community (WCC) Group of three existing schools is in the fortunate position of having an established Waste Collection System.

2 x 1.5m<sup>3</sup> + 1 x 1.5m<sup>3</sup> bins are needed to cater for the existing 2500 students, 400 of whom are Primary, which will form part of the cohort for the new K-6 facility.

The proposal is to relocate the bin area to the south-west of the property behind the visitor parking and to provide a space for:

- 4 x 1.5m<sup>3</sup> General Waste bins
- 2 x 1.5m<sup>3</sup> Recycling bins

Current practice has demonstrated that this will be more than adequate for site needs.

Separate 5 litre wheelie bins for general waste and recycling will be conveniently located adjacent to new Learning Hubs, as in current practice. These will be taken, after hours, to the bin area.

#### DELIVERIES

Loading, unloading and deliveries will take place as they currently do before and after school hours.

The existing bus traffic lane is used enabling service deliveries to conveniently load/unload adjacent to facilities.

Any delivery during school hours is by appointment. There is no issue generally with this procedure, as the traffic lanes are pupil free. The main consideration is arrangement for access through the secured perimeter during the day.



