

### 3.3 Design - Education

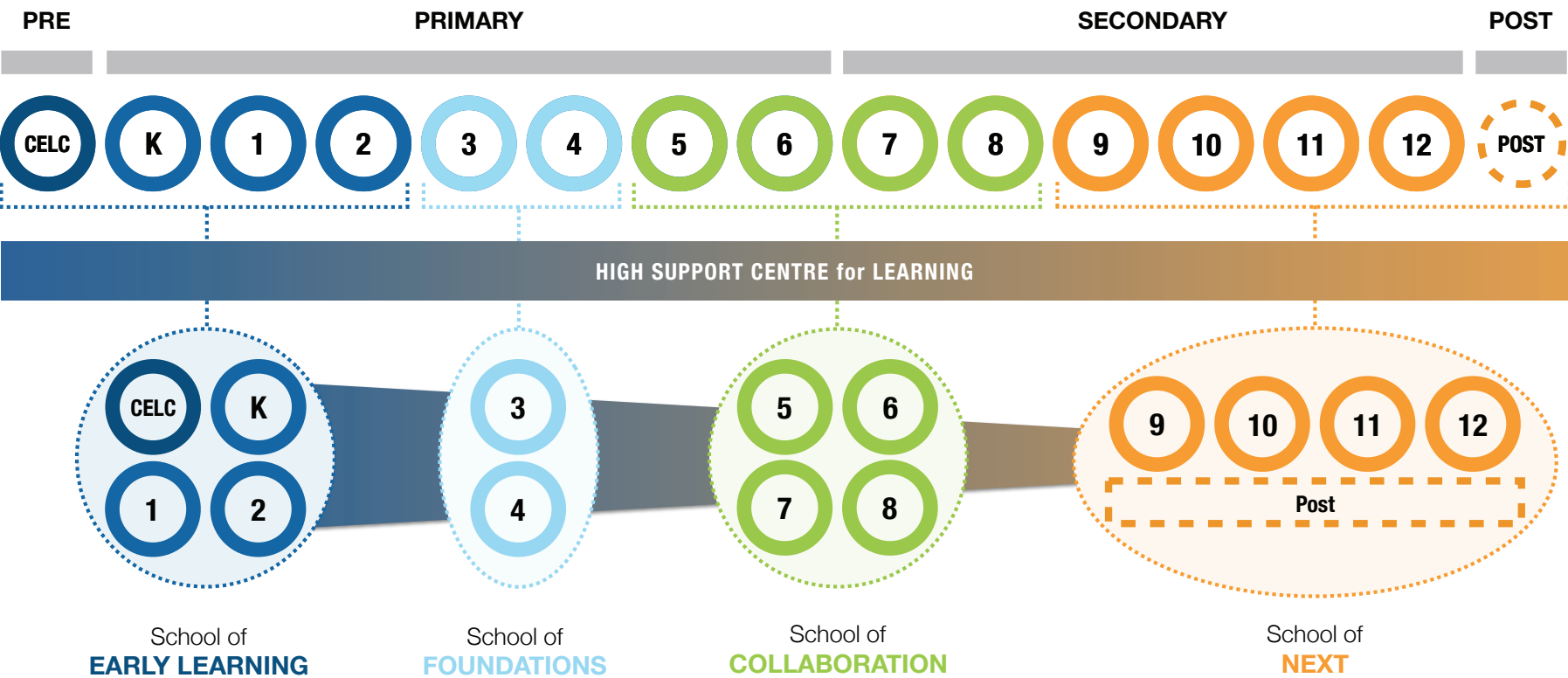
#### Learning Model - Educational Brief

The new Pre-6 school is designed to comply with the CEDP Learning Model for PRE-POST Schooling.

CEDP has a defined model for delivery of pre-to-post education that is summarised on the chart opposite.

All school planning must ensure that this model is implemented.

The design of the new primary school is based on this model and also ensures that future development enables the application of the CEDP PRE-POST Learning model through to Year 12 and post Year 12.



#### Learning through Play

The CEDP model for PRE-POST schooling also encourages *Learning through Play* with full integration of internal and external spaces where formal and informal Learning is integrated with passive and active, covered and outdoor play areas.

The principles of Learning through Play are summarised on the chart opposite.





### 3.3 Design - K-6 Education

## Year Groups - Conceptual Planning Arrangements

Spatial arrangements for the learning settings are as indicated on the charts opposite.  
Each year group has 240 students.  
Each year group is divided into four learning communities of 60 students. The four learning communities are grouped together and share a covered outdoor learning space.  
Years are grouped in the Learning clusters as noted on the CEDP Learning Model above.

## Floor Plan Typical Year Group Cluster

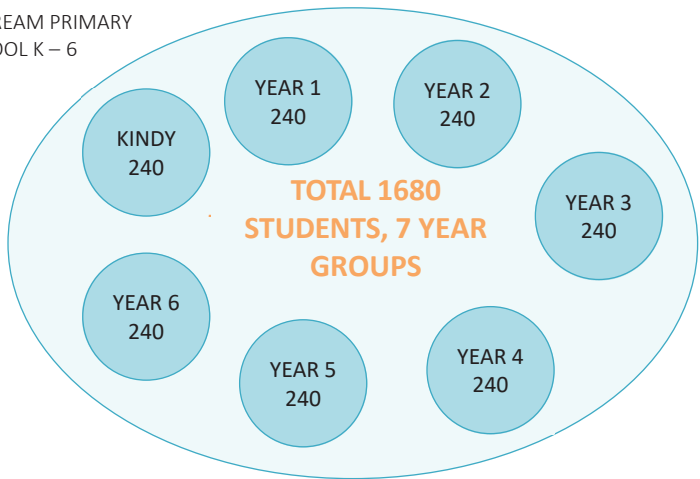
Following on from the principle that *Learning drives design*, the development of a floor plan for the Learning setting for the year group of an eight stream primary school, is the *driving* factor in the design of the K-6 primary school.  
As noted in the conceptual planning arrangement for each year group, the 240 students are divided into four communities of 60 which are arranged to share a common outdoor learning area.  
Each community of 60 has an area of 215m<sup>2</sup>. The interiors are designed differently for the different year groups in the K-6 range.

Each learning community of 60 students has 15 *points of focus* these will range from wall mounted LCD screens of various sizes, glassboards both vertical and horizontal, other learning aids, etc.  
The spatial division enables clustering of students in multiples of four up to the full cohort of 60 students. Collaborative teaching takes place with two teachers and teachers aids as required in each space.  
The plan opposite indicates the spatial and furniture arrangement for an eight stream Years 3 or 4 Learning setting that has been designed for the new K-6 building which accommodates a full range of learning settings.

Please refer to Architectural documentation for the floor plans indicating the proposed learning settings for each of the year groups.

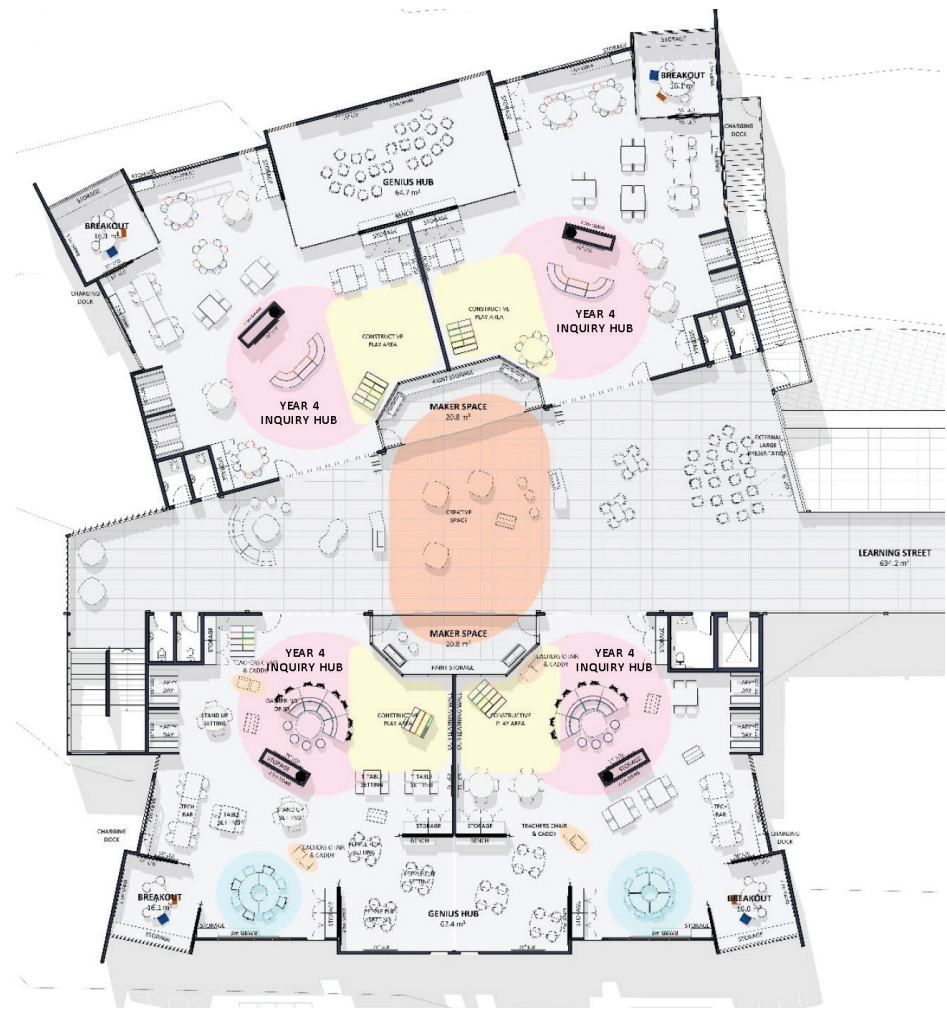
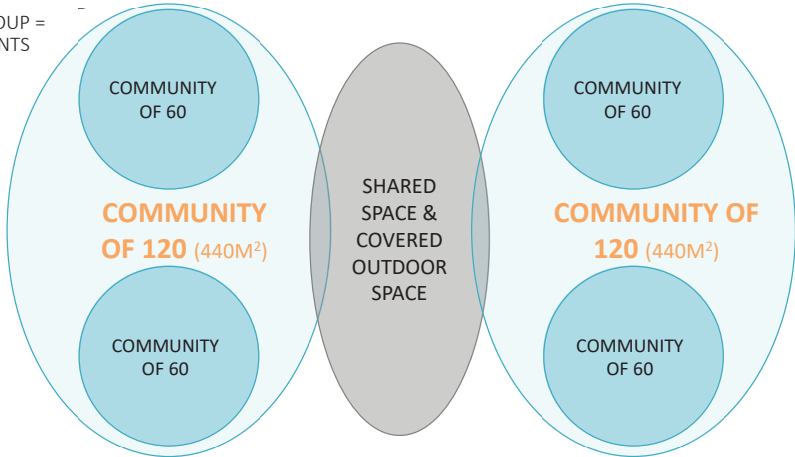
#### YEAR GROUPS AND STUDENT POPULATIONS

8 STREAM PRIMARY SCHOOL K – 6



#### CONCEPTUAL PLANNING ARRANGEMENT FOR EACH YEAR GROUP

1 YEAR GROUP = 240 STUDENTS



Year 4 group setting - Spatial and Furniture



Typical Year K-2



Typical Year 3-6



### 3.3 Design - K-6 Education

## Functional arrangement of new K-6 Building

The new 6-level K-6 School building will contain:

- Ground level Kindergarten and open space
- Level 1 Years 1 & 2 and open space
- Level 3 Years 5 & 6 and open space
- Level 4 Full floor of open space
- Level 5 Years 3 & 4 and open space
- Level 6 Roof level open space

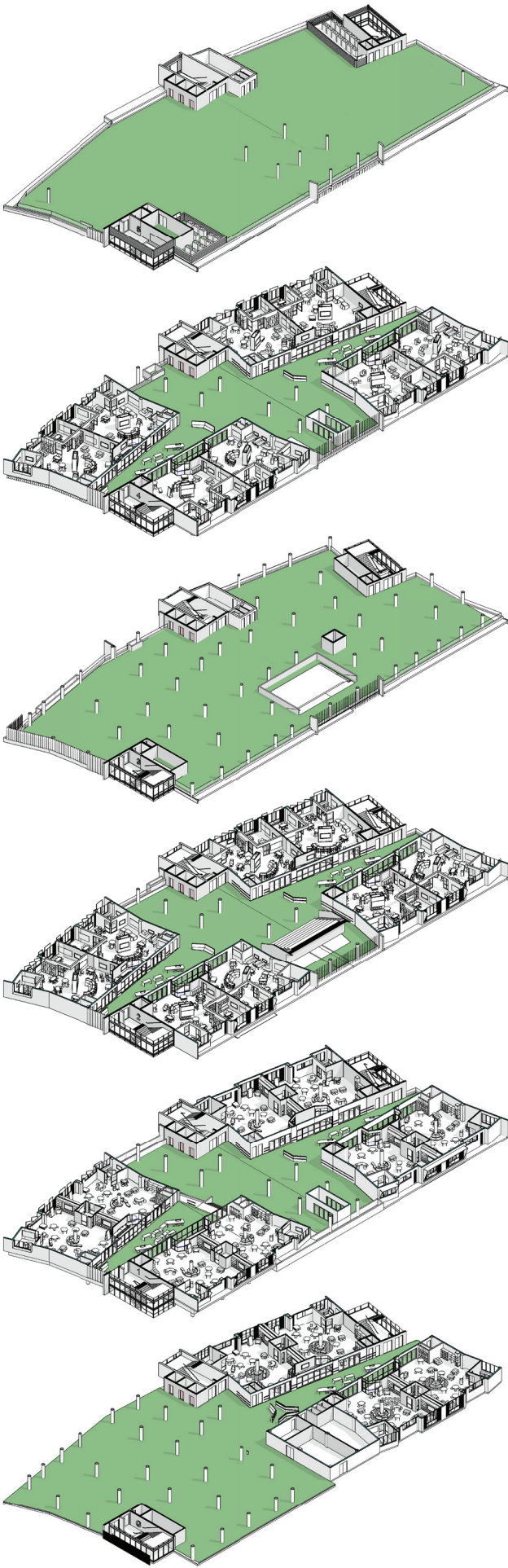
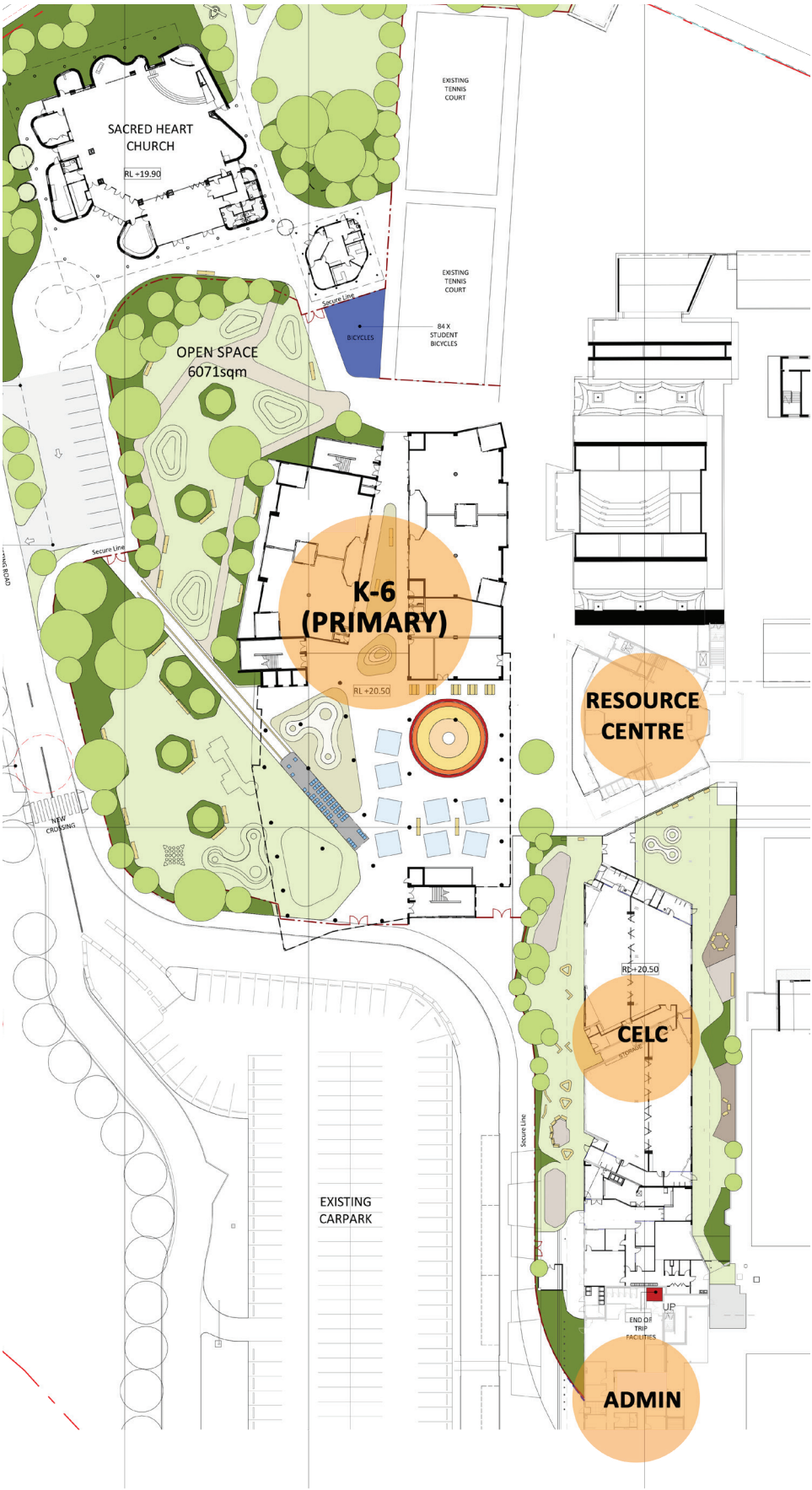
As previously noted, the proposed K-6 School building is a considered response to the CEDP Brief and Learning Models for pre-to-post-learning centered on an educational structure comprising of schools of ‘Early Learning’, ‘Foundations’, ‘Collaboration’ and ‘Next’.

In accordance with the CEDP Learning Model for the delivery of Pre to Post education, the lower levels of the new K-6 school building and the link with the CELC in the adaptation of the ground floor of the existing building, will form the School of ‘Early Learning’.

The upper levels of the new K-6 school building will form the School of ‘Foundations’. All levels contain appropriate student and other facilities.

Years 5 & 6 are conveniently located on Level 2 where they will connect directly to future K-12 facilities through the upper levels of the Catherine McAuley building.

Food services (canteen) will be located on the ground floor of the new K-6 school building. Majority of use will be from student orders which will be delivered to each Inquiry Hub. Other vending opportunities will be provided in the open spaces on Levels 4 & 6.





### 3.3 Design - K-6 Education

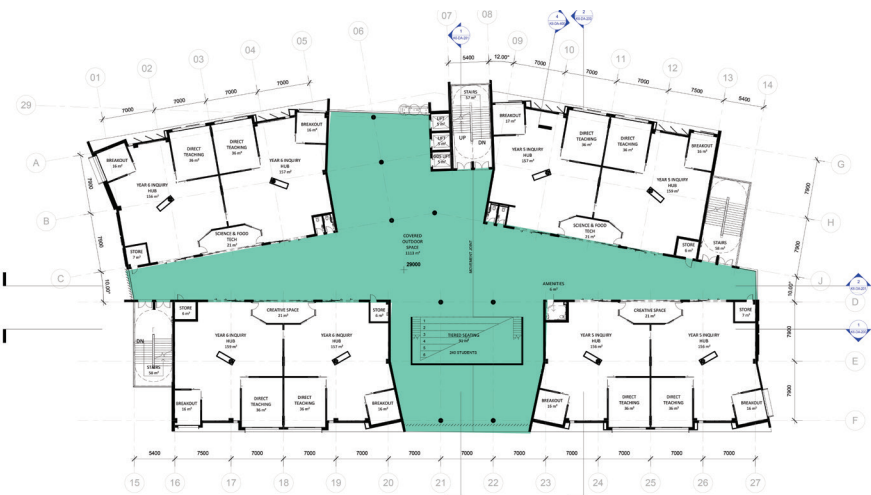
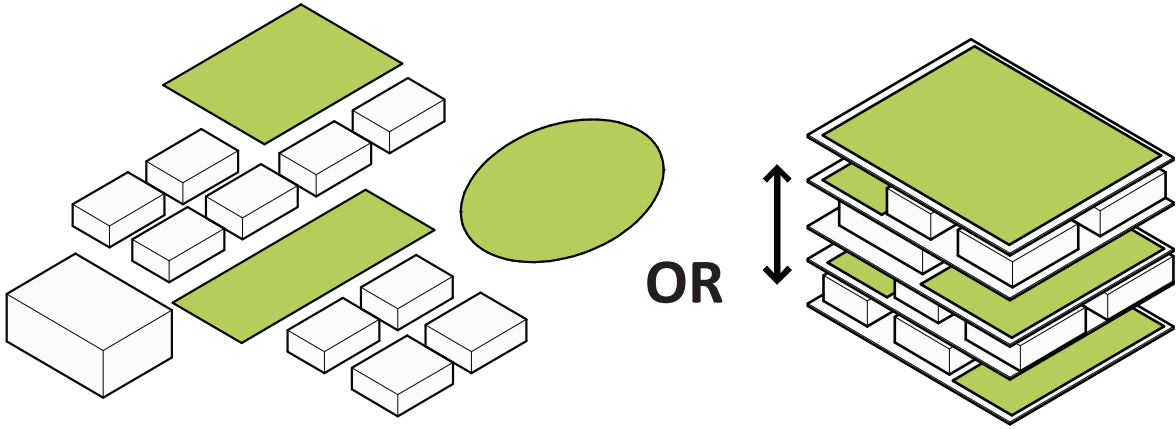
## Integration of Open Space

As required by the CEDP PRE-POST Learning Model, the new K-6 school building will include integrated open space throughout.

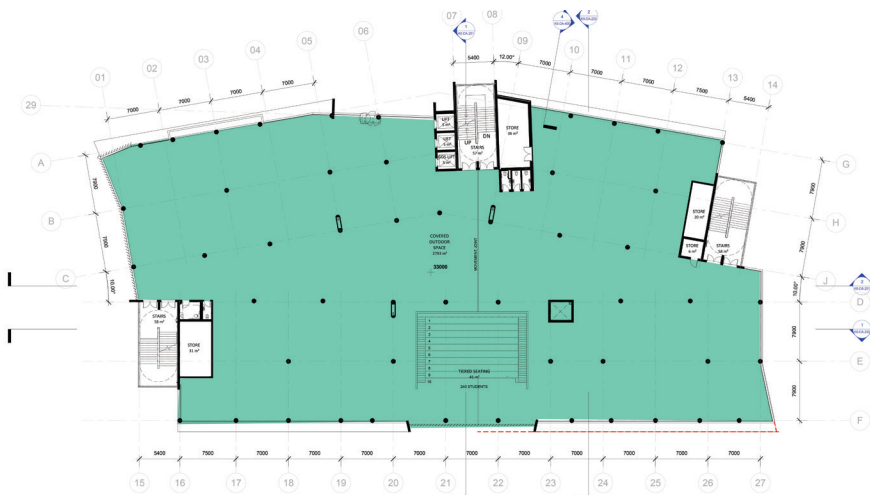
Although in new K-6 facilities are in a multi-level building, the year groups are arranged so that any group only has to travel up or down one storey to reach active open space. The resulting amenity is that the primary school will function in a similar manner to a two-storey school building in it's relationship with open space.

This close association simplifies vertical circulation, as once the year groups have arrived at their learning levels they remain there throughout the duration of their day.

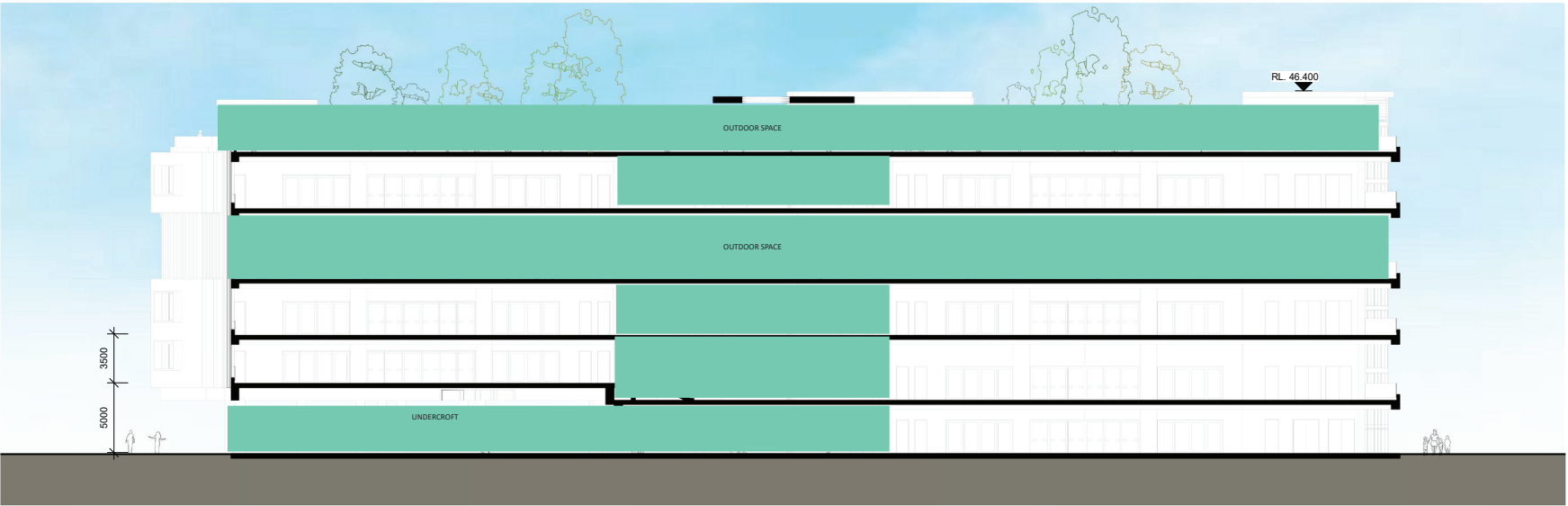
- Open space within the school is divided into a number a number of components, as follows:
- Dedicated open space floor levels are located at the ground floor, mid-level and roof.
  - Outdoor spaces on floor levels which accommodate Teaching and Learning positioned in such a way that their use will not disturb the formal Teaching and Learning activities on those floors
  - Shared outdoor spaces adjacent to the Teaching and Learning communities on each floor



Integrated internal & external spaces



Dedicated outdoor spaces on upper levels

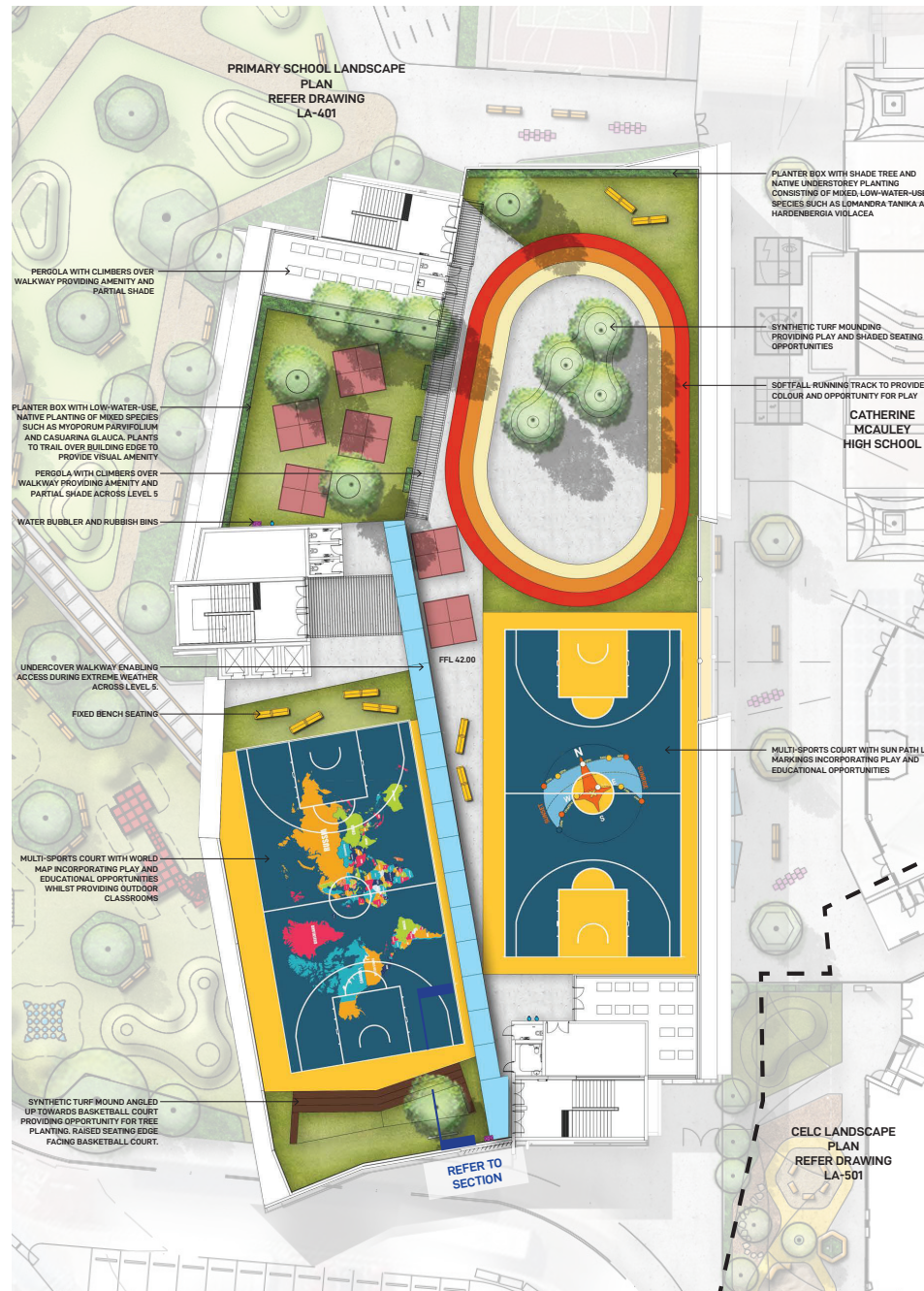


Dedicated outdoor spaces on upper levels complement internal Teaching and Learning



## 3.3 Design - K-6 Education

### Integration of Landscape with Teaching and Learning



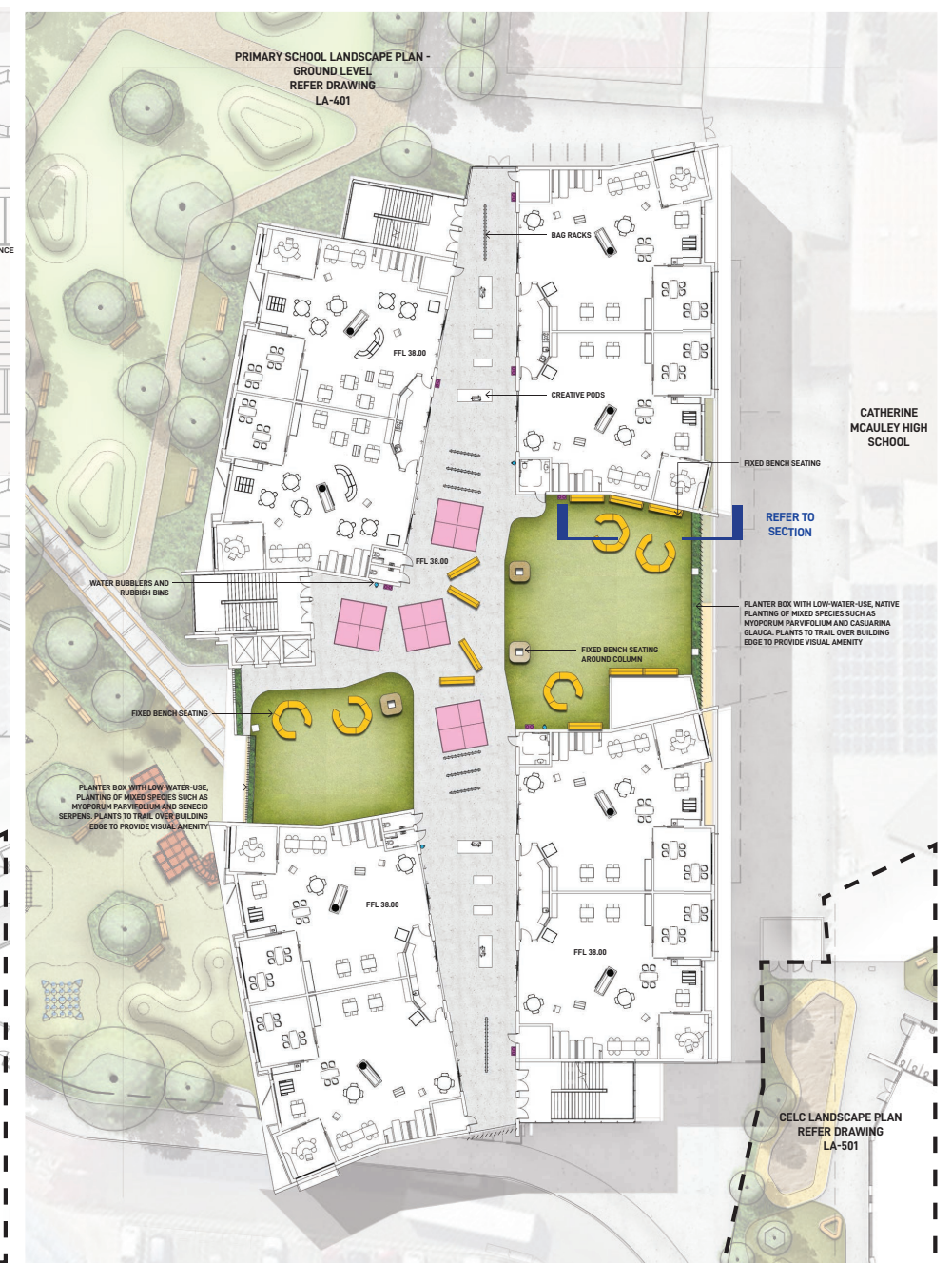
**Roof - Dedicated Open Space**

The proposed project recognises that all internal and external spaces are integrated as a Learning opportunity. The integration of internal and external design elements has a strong focus on people, nature and learning. The design proposes space for formal and informal teaching and recreation.

Refer to landscape documentation for details on each level.



**Level 3 - Dedicated Open Space**

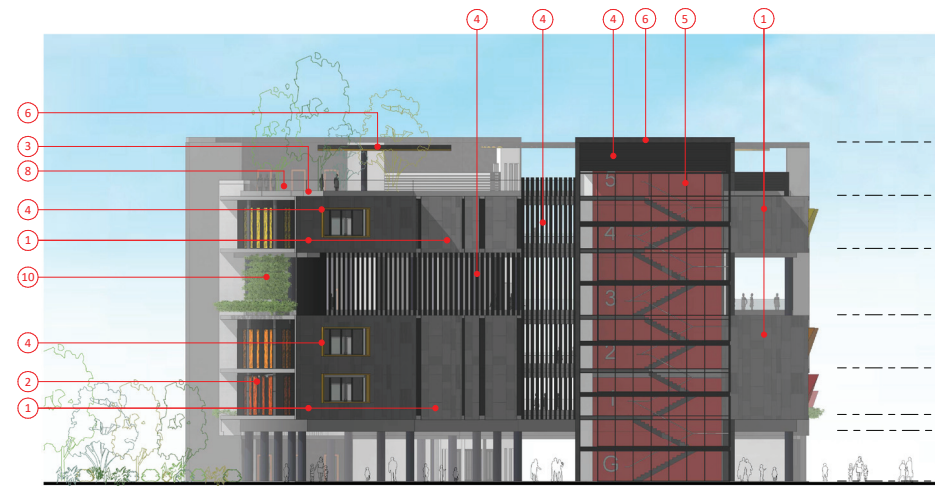


**Level 4 - Open Space adjacent to Learning Settings - Typical**



### 3.3 Design - K-6 Education

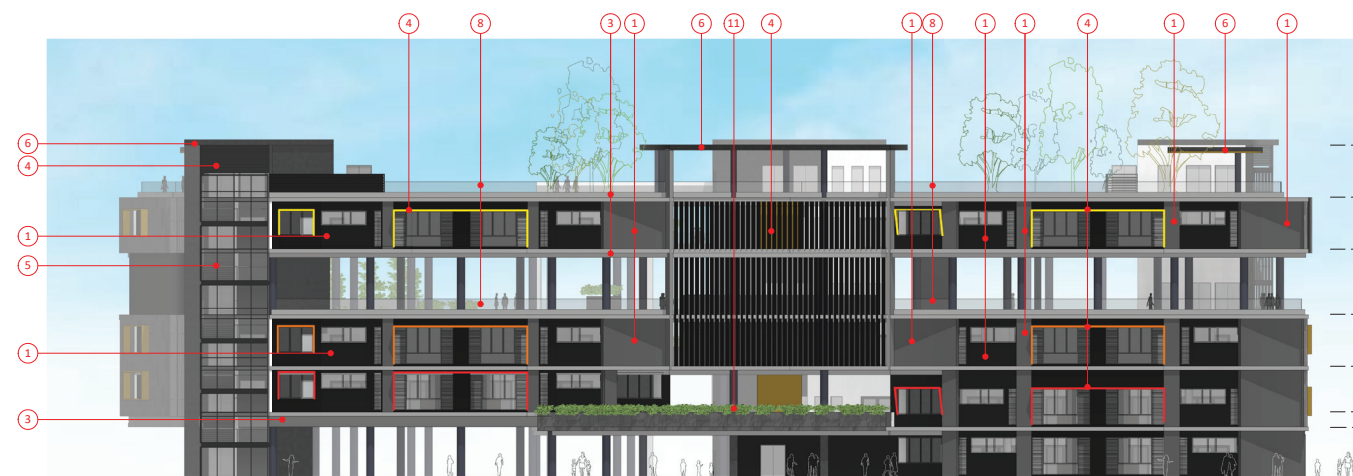
## Building Form and Massing



South-Elevation



West Elevation



East Elevation



View from North-West

Constructed open space almost equals enclosed space within a stacked five-storey configuration containing integrated, multi-level indoor and outdoor zones.

This creates a very strong visual effect resulting from the juxta-positioning of solid and void elements.



## 3.3 Design - K-6 Education

### Daylight

The diverse range of functions accommodated within the proposed K-6 school building are located with volumes of varying heights.

Consideration has been given to daylight requirements.

- Internal Learning Hubs
- Internal/External Learning outside and associated with each Learning Hub
- External spaces on floors between Learning hubs
- Dedicated external space on floors separated from Learning Hubs
- Space between new K-6 building and existing Mother Teresa building

#### Daylight - Internal Learning Hubs

Each of the Inquiry Hubs has been designed to suit the pedagogical requirements of the CEDP Brief for Primary School education.

The interior design of each hub is K-6 age related, with specific designs catered to age groups. The interior learning settings determined the shape of each of the hubs.

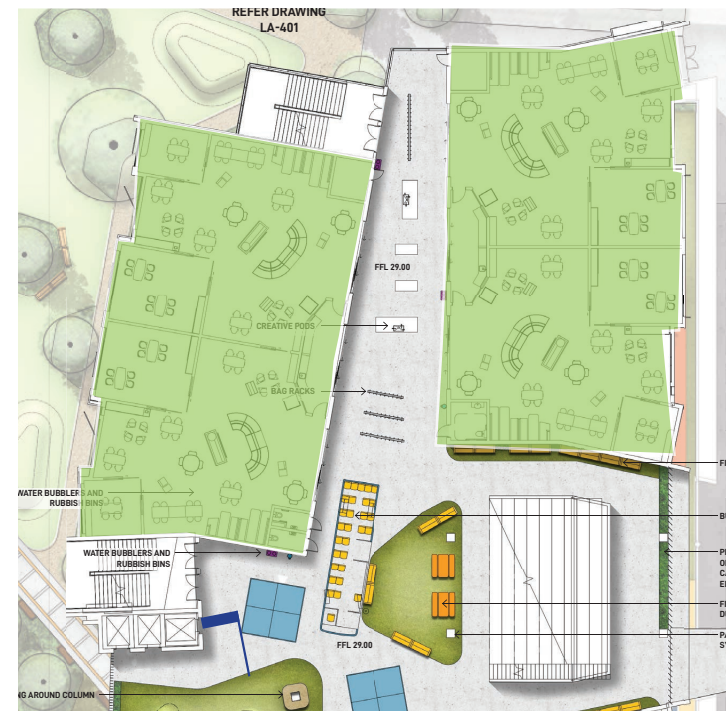
Placement of windows, monitors, whiteboards and other teaching aids are all carefully coordinated. Windows are placed to suit the learning settings.

The design has been refined over a number of recent CEDP schools and the level of internal light is balanced between natural and artificial light to provide appropriate level of illuminance and control in the delivery of Teaching and Learning.

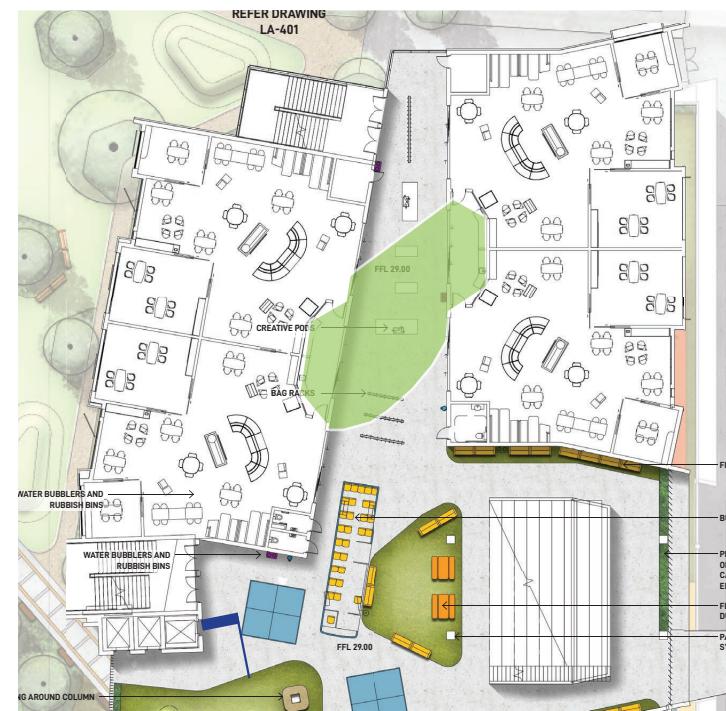
#### Daylight - Internal/External Learning Settings Between Learning Hubs

The spaces immediately between the Hubs are internal/external Learning settings suitable for Stem/ Art/ Practical activities, etc. These spaces are at each end of the floor plans and within close distance to large north or south facing openings.

Natural light for these settings will be sufficient for intended use. Artificial light will provide a balance with natural levels, as and when required, to achieve the appropriate level of light. User control will be provided for these Learning settings.



Internal Learning Hubs



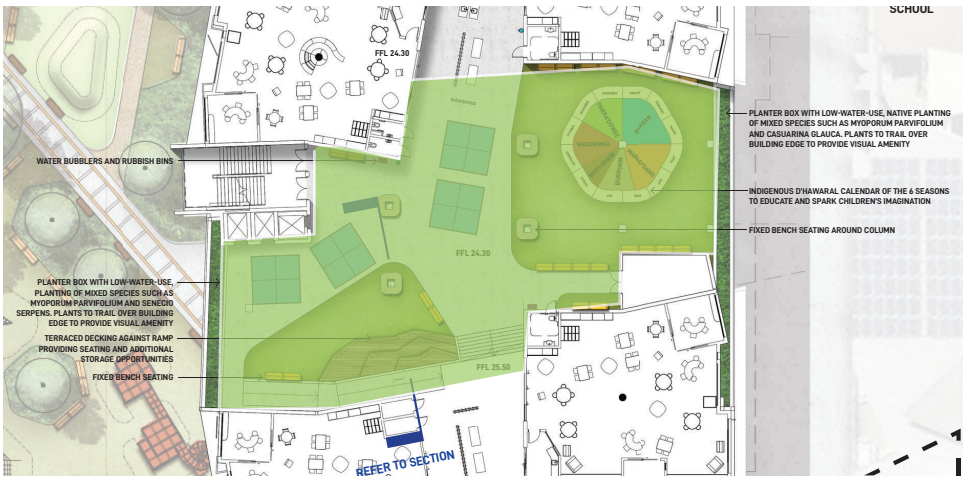
Internal/External Learning Settings

3.3 Design - K-6 Education

Daylight - External spaces on floors between Learning Hubs

Reference to documentation shows that these external spaces are essentially divided into east and west zones with most activity towards the edges. The open elevations at these locations provide adequate natural lighting in those edge zones.

The spaces in the centre will be supplemented with artificial lighting. The increased amenity and opportunities for Teaching and Learning is determined to be more educationally beneficial - with natural light supplemented by artificial light when needed - rather than by reducing floor space and trying to introduce higher levels of natural light into the centre of these spaces by means of a void/atria.



External spaces on floors between Learning Hubs

Daylight - External space of floors Separated from Learning Hubs

- There are two locations:
- South half of the ground floor
  - Third floor

The perimeters of these floors are open. The edge zone activity indicated for each of these levels, combined with the extra floor height, will result in adequate daylight for the proposed uses in those edge zones.

The spaces in the centre of these areas will also be supplemented with artificial lighting when required, for the same reasoning as noted above, with respect to the external spaces between Learning hubs.



External spaces on 3rd Floor



### 3.3 Design - K-6 Education

#### Daylight to Space Between New K-6 Building and Existing Catherine McAuley Building

The new K-6 school building needs to be in functional proximity to the existing school with ground level spaces of the school (Mother Teresa Primary School) being re-purposed for Administration, Resource Centre and CELC.

The clear space between the buildings is 11m wide measured to the facing edge of the verandahs on the Catherine McAuley building with a 14m separation at ground level.

The plan adjacent indicates the ground level relationship between the new K-6 school building and the adjacent Catherine McAuley building. There is a seamless functional association for facilities in the new and existing buildings.

The north/south orientation of this space maximises daylight into it as the screened east and west edges have maximum shadow effects earlier and later in the day.

The shadow studies presented in documentation and the views opposite verify the suitability of daylight in the space.



Space between New K-6 Building & Existing Catherine McAuley Building Equinox - 10:30am



Space between New K-6 Building & Existing Catherine McAuley Building Equinox - 12:30pm



### 3.4 Design - Resource Centre, CELC & School Administration

#### Introduction

The Resource Centre, School Administration (Professional Hub) and Catholic Early Learning Centre (CELC) are proposed to be located on the ground floor of the existing Mother Teresa Primary School building by adaptive reuse of the existing Primary School facilities.

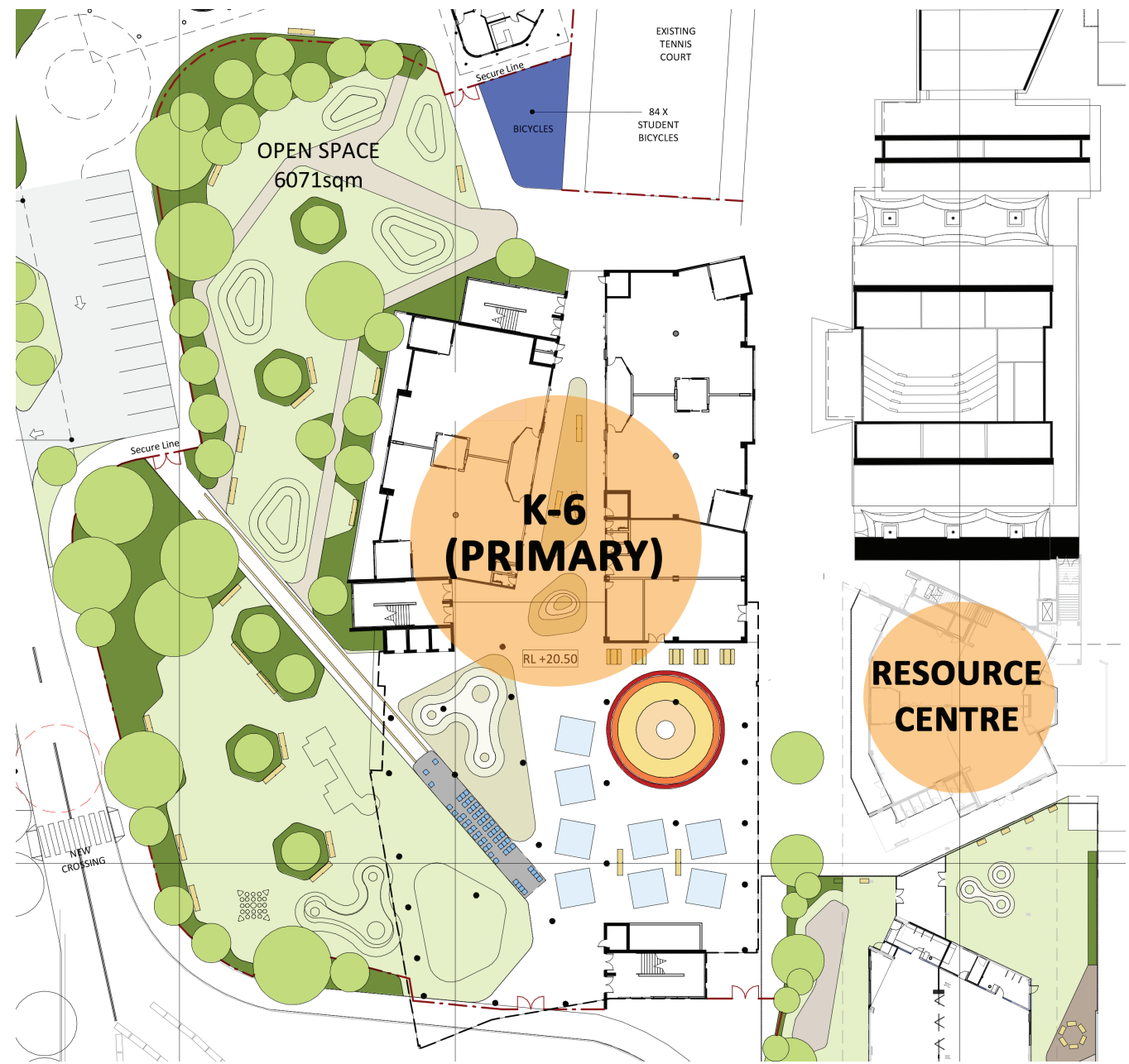
#### Resource Centre

The Resource Centre is proposed to be located within an existing learning hub of the Mother Teresa Primary School.

It is conveniently located on the ground floor opposite the existing open space of the new K-6 building.

It's location is ideal for after hours school use for such activities as Parent/Teacher meetings as well as other community based activities which could be used in conjunction with the Parish Church.

The amenity is enhanced by close proximity to the school canteen, toilets, etc.



Ground Floor Plan



# 3.4 Design - Resource Centre, CELC & School Administration

## CELC

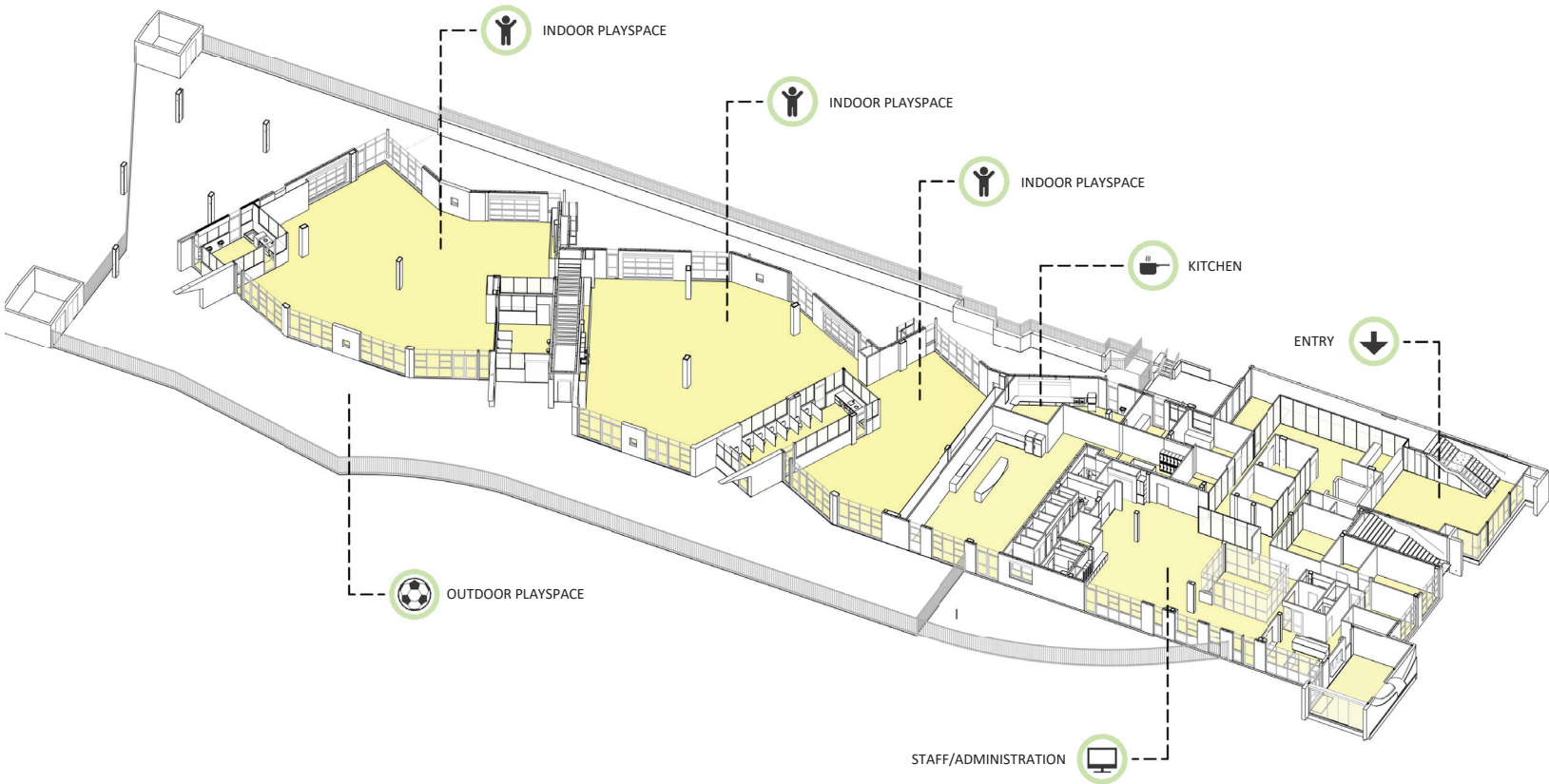
The proposal is to retrofit the existing Mother Teresa Primary School's Learning spaces into a new CELC for 200 preschool aged children. The works consist of some minor internal alterations within the existing building and minor additions to the external facade.

The CEDP Brief calls for preschool spaces to be designed at 4m<sup>2</sup> per child for internal space. Further to the CEDP Learning Model for Schools, the preference is for CELC spaces to cater for up to 80 students in a collaborative Learning environment within each activity room. Each of the existing Learning Hubs at Mother Teresa Primary has an area of 320m<sup>2</sup>.

The 200 students are able to be accommodated in 2 hubs of 80 children, plus another for 40 children. The 22m depth of the existing building is ideal for daylight as well as access to landscaped open space on either side of each of each of the indoor play spaces/activity rooms. This results in a very close association of indoor and outdoor Learning areas for the CELC.

The existing plan is readily able to be modified so that toilets can be converted for use in proper association with the interior play spaces/ activity rooms of the CELC. In addition, existing services are also easily modified for the adapted re-use of the facility.

The CELC fully addresses all compliance requirements for such facilities as noted later within this report.



Typical Interior Perspective



Landscape Plan



### 3.4 Design - Resource Centre, CELC & School Administration

#### School Administration

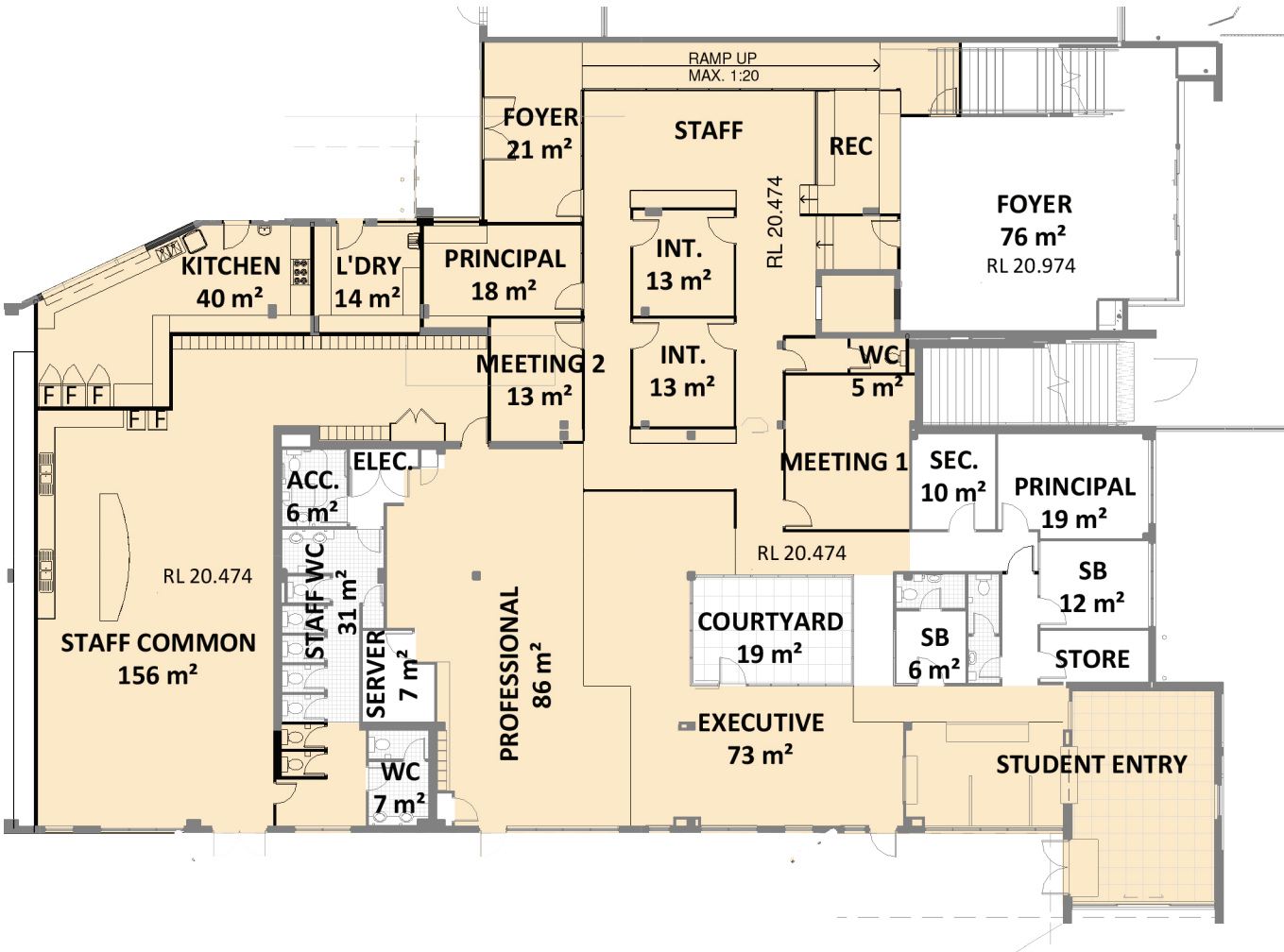
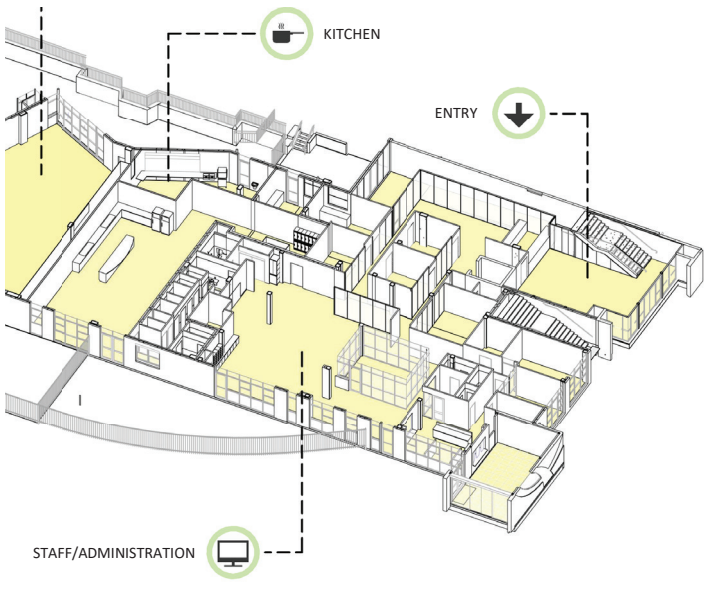
The existing Administration and Staff facilities for Mother Teresa Primary School will be expanded within this building envelope to suit the spatial requirements for staff of the Pre-6 building for 1680 Primary School Students and 200 Preschool children.

The school will have 15 CELC staff plus 40 Primary School staff in the opening year 2023, increasing to stabilised staff numbers of 25 CELC staff and 100 Primary School staff in 2033.

The administration foyer will present an unambiguous, secure entrance to visitors for both the K-6 and CELC facilities. The double height of the foyer is of appropriate size and ambience for this size school.

The administration building is proposed as a Professional Hub to service the needs of staff for the 8-stream K-6 building, plus the CELC for 200 children. Internal planning reflects brief and administrative model of CEDP.

With respect to the use of the administration facility as a CELC, the design allows for early morning and late afternoon attendance and sign-in at the CELC reception by parents with their children without diminishing the security of the administration facility. Parents are also able to enter the administration building before and after hours and take their children directly to their indoor play areas/activity rooms.









4.0

# Response to Education SEPP Design Quality Principles



# 4.0 Design Quality Principles

As noted previously, the school has been designed in accordance with CEDP principles and PRE-POST Learning Models. The design has also taken into consideration the design quality principles of the Education SEPP.

## Principle - Context, Built Form & Landscape

*Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.*

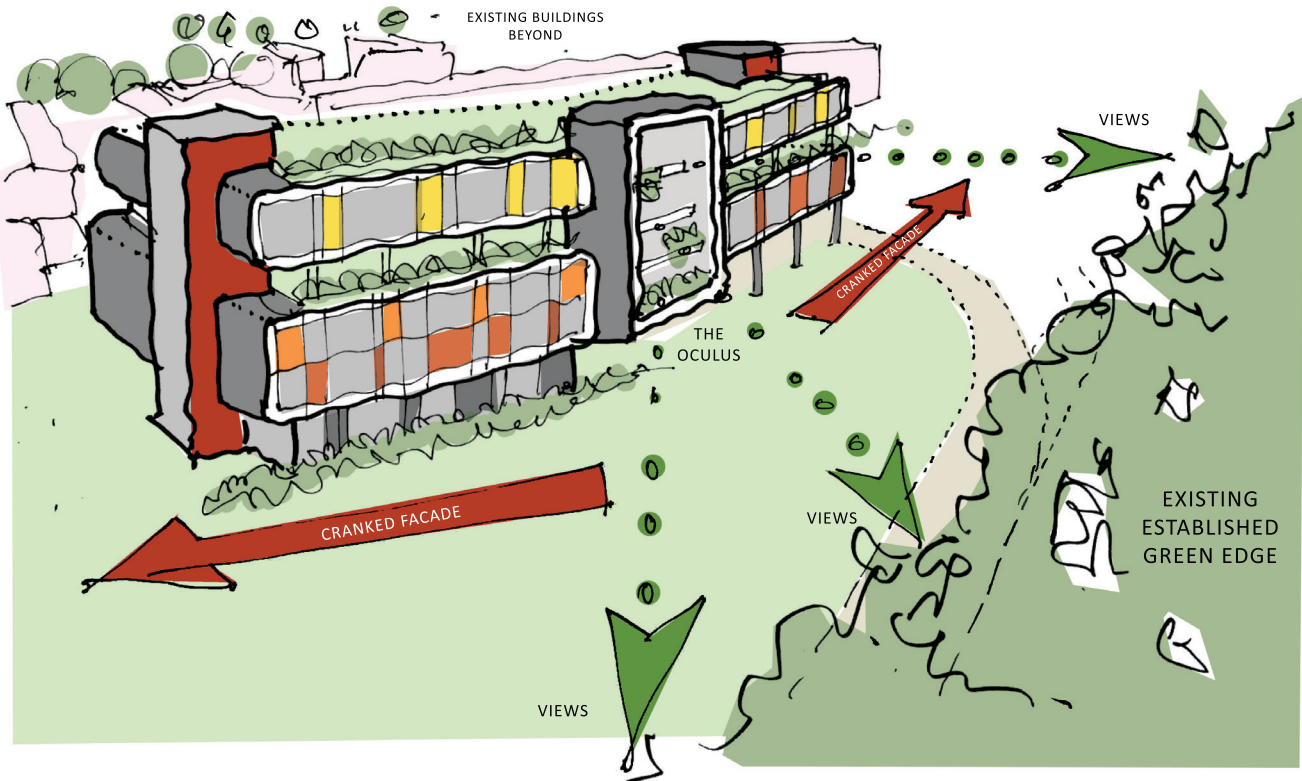
*Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.*

*School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.*

## Context & Built Form

Please refer to the design statement relating to the School which addresses the circumstances of context and built form.

Contextually, the K-6 school building has been located along the western boundary of the site and designed to maintain a direct relationship with the existing adjacent McAuley Learning Centre, whilst also addressing its relationship with the proposed Parish Church at the north-west corner of the site.





## 4.0 Design Quality Principles

*cont. Context, Built Form & Landscape*

### Landscape

Landscape documentation details landscape proposed for this project. The proposed landscape design represents a fully integrated three dimensional approach to landscape from ground level throughout the upper levels and roof of the new K-6 building.

The landscape design has a strong focus on people, nature and learning.

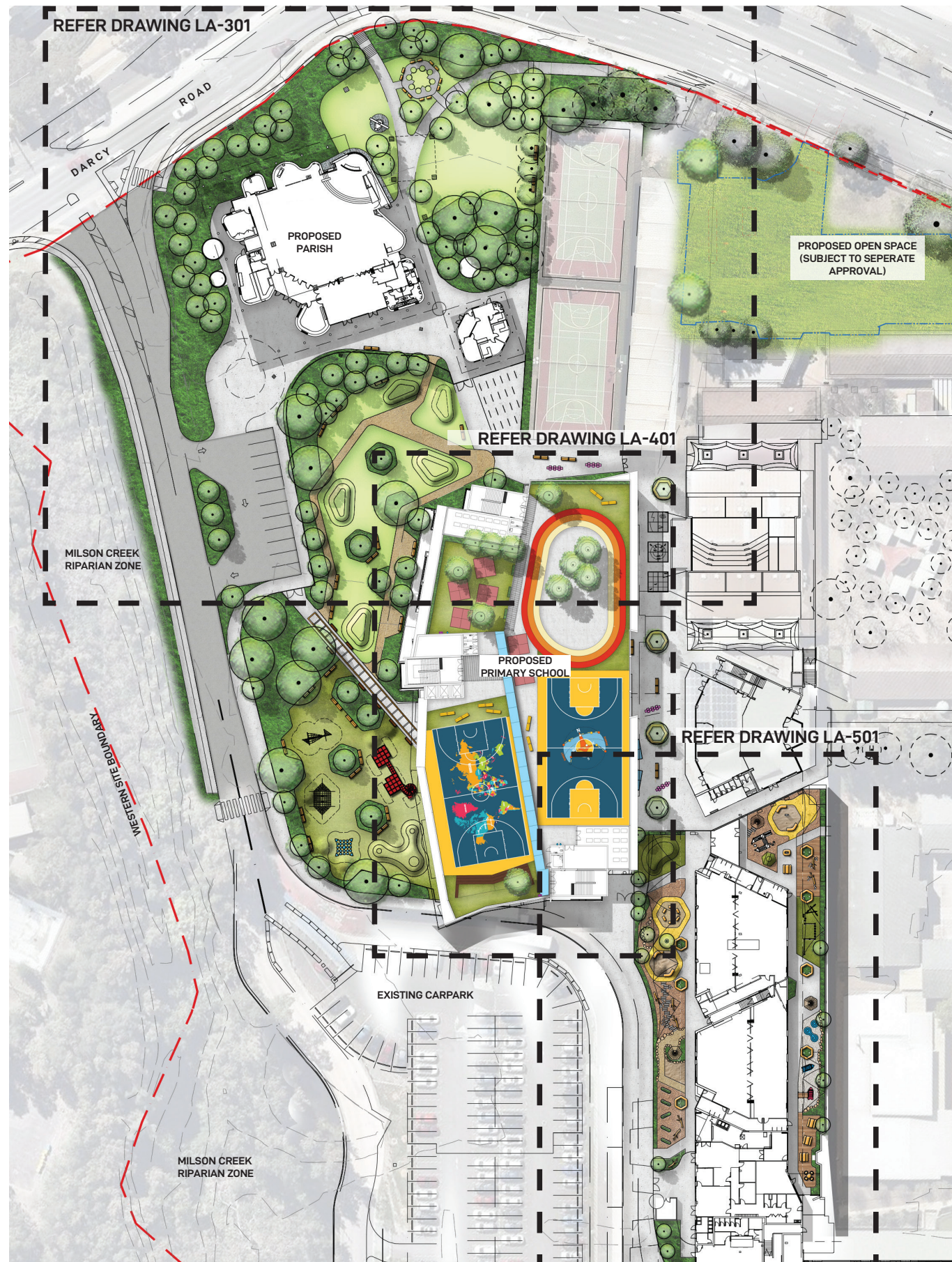
The diversity of play areas, integrated with natural landscape features, will provide a full range of experiential qualities for students, visitors and passers-by.

The integration of the landscape has been carefully considered from a number of aspects for both the Church and school buildings:

- Soft landscaping along Darcy Road will suit requirements for the Parish Church but will be of appropriate scale to the main traffic artery of Darcy Road
- Landscape at ground level and on all upper levels in the K-6 school building will be appropriate to the needs of a Primary School
- Aged-based specific design solutions will be provided for elements in the open spaces on upper levels, adjacent to the Inquiry Hubs
- Landscape and other elements, particularly suited to the needs of Early Learning, will be provided in the proposed CELC.

The landscape design will also incorporate key design opportunities that will create engaging learning environments in the school, including:

- External spaces for socialising and play through visible and connect open spaces
- Visual connectivity that strengthens visible links to the natural landscape amenity and ecological networks
- Legible landscaped environment that establishes a narrative integrated into landscape elements throughout the framework of open spaces
- Creating outdoor pedagogy zones that complement adjacent internal Learning spaces
- Green spaces with a reduction of paved surfaces to define a closer relationship with nature





# 4.0 Design Quality Principles

cont. Context, Built Form & Landscape

## Cultural Heritage

Reference should be made to the Aboriginal Cultural Heritage Assessment prepared in relation to the proposed works.

The assessment details the Aboriginal community consultation undertaken in accordance with DPIE’s *Aboriginal Cultural Heritage Consultation Requirements for Proponents (2010)*.

During the preparation of the SSDA, 83 organisations or people, who were identified as potentially having cultural knowledge of relevance to this site were contacted. As a result of the consultations, 15 people or organisations have been identified as Registered Aboriginal parties.

Investigations to date have not identified availability of a culturally sensitive information nor have any confidential requirements been identified.

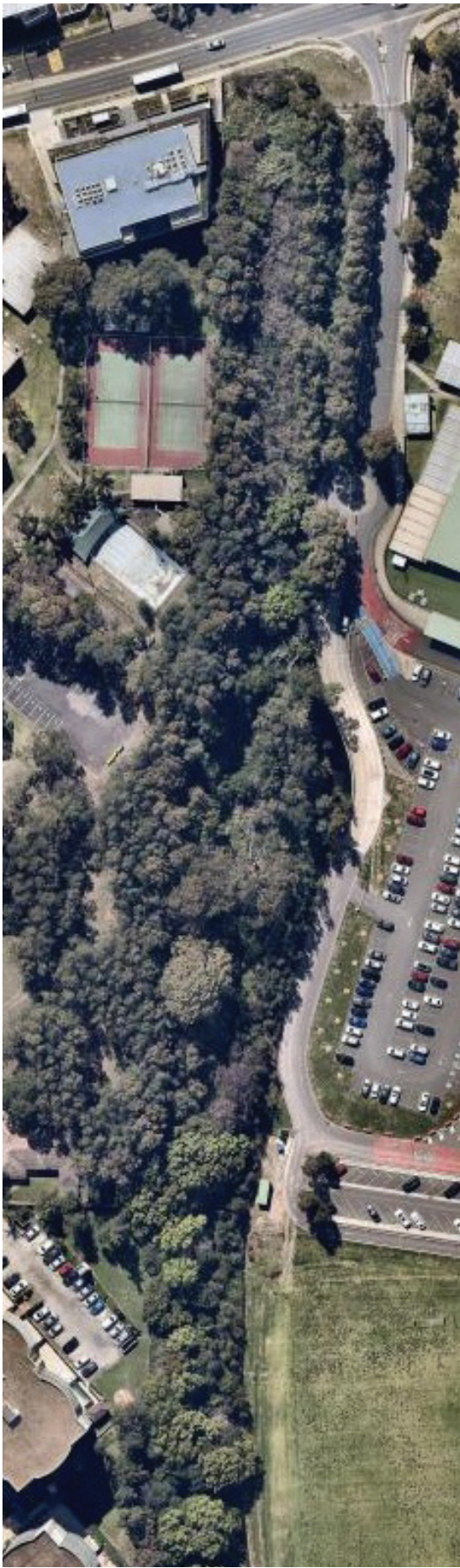
However, it is noted that the study area is a historical archaeological site in the NSW State Heritage inventory and a formal archaeological assessment is proposed, in accordance with prescribed procedures. Aboriginal consultations are ongoing and will continue throughout the assessment.

In addition to the above assessments, it is also noted that the existing schools have programmes in place where Aboriginal cultural heritage is celebrated and recognised as a learning opportunity across the campus for students and staff.

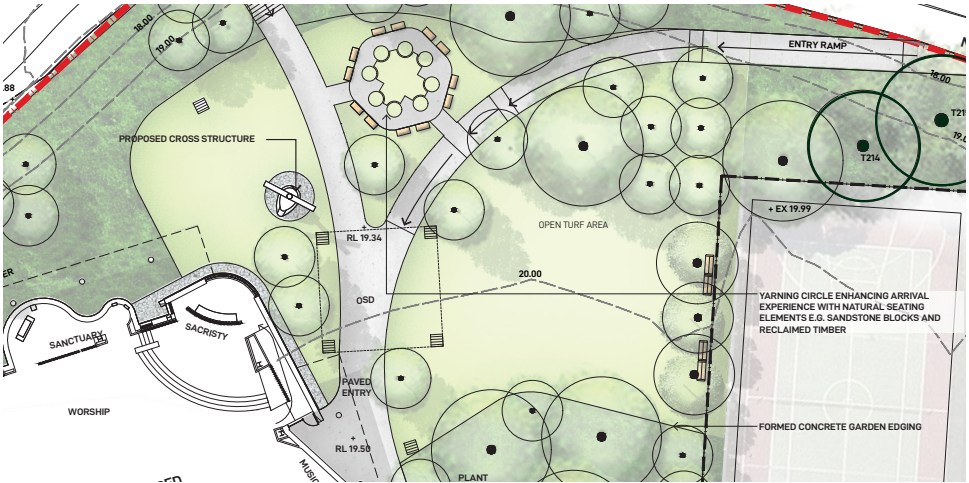
As part of the cultural design aspects for the new K-6 school building, elements will be interweaved across internal and external landscapes, including:

- a yarning circle for students and others to gather and meet,
- a natural ecology along the riparian corridor for exploration and discovery with references to aboriginal culture, flora and fauna and their independences.

CEDP will endeavour to work with local aboriginal artists to investigate opportunities - through materials, colour selections, graphics, etc., - to be utilised in an informative, expressive and educational manner in the new K-6 school building. Amongst other opportunities during detail design, it is intended to explore and incorporate aboriginal themes in colours, patterns, etc., on building elements on the exposed western façade parallel to the adjacent wooden creek bank.



Riparian Corridor



Yarning Circle



Aboriginal Motifs, colour, etc. in Building Elements



## 4.0 Design Quality Principles

### Sustainability Strategy, Built Form and Systems



#### Building Form and Design

- Implementation of passive solar design principles
- High insulation external fabric



#### Materials

- Selection of renewable materials, eg plantation timber
- Selection of recycled materials, eg re-use of timbers, crushed concrete
- Selection of materials with low carbon footprint, eg close proximity from supplier to minimise distance of road travel
- Prefabrication to minimise construction waste
- Appropriate and ethical sourcing of material



#### Energy

- Solar collection via roof or wall array for power supply
- Selection of low energy systems, eg reduced or no AC, ventilation augmentation of AC for shoulder periods, centralised control via BMS to manage consumption, adaptive comfort standards adopted
- Maximise daylight to reduce need for artificial light, eg light shelves, material finish and colour selection



#### Water

- Collection of rainwater for re-use
- Collection and treatment of grey-water for re-use
- Selection of low-usage appliances and fixtures



#### Air Quality

- CO2 monitoring
- Extraction systems
- Indoor planting
- Naturally ventilated rooms



#### Transport

- Connectivity to public transport networks
- Encouragement of pedestrian or cycle travel provision for 'end of trip' facilities



#### Life-cycle

- On-site fruit and vegetable production for use by the school
- Waste minimisation
- Recycling
- Education of users on how the facilities operate
- Promotion of ongoing sustainability improvements

### Principle - Sustainable, Efficient & Durable

*Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.*

*Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.*

### Ecologically Sustainable Design (ESD)

Guiding principles opposite will be investigated and considered in the Design Development of the new K-6 school building. The key sustainability design approach – as detailed in the ESD Report – is to benchmark against the following:

- 4 star Green Star design and as-built V1.3 rating
- Climate responsive design in line with NSW climate projections for 2020-2039

The re-purposing of spaces on the ground floor of the existing Catherine McAuley building will be carried out within the existing spaces utilising all existing services.

The design of the new K-6 building was assessed in relation to Clause 7(4) of Schedule 2 of EP&A Regulation 2000 and it is noted that there are no significant perceived threats of serious or irreversible environmental damage as a result of the WCC K-6 school building.

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.

In meeting the sustainability strategy for Green Star the following aspects will be considered

- Building form and Design
- Material Selection
- Energy
- Water
- Air Quality
- Transport
- Lifecycle Consideration



# 4.0 Design Quality Principles

cont. Sustainable, Efficient & Durable

The design of the K-6 School building incorporates ESD principles and is designed to achieve the equivalent of a 4 Star Green Star Rating.

The school will be well serviced by public transport infrastructure being immediately adjacent to rail and bus services. A green travel plan has been developed and it is anticipated that a high level of traffic to the site will be by bus, rail, metro, bicycle and on foot.

The landscape design focuses on the integration of people, nature and learning.

The building design takes full advantage of all available passive energy control including screened openings, cross-ventilation, appropriate materials, etc. The materials and finishes selected for the external façade treatment is predominantly a mix of insulated, lightweight, prefinished, compressed fibre cement cladding, adjacent to reinforced concrete structural elements.

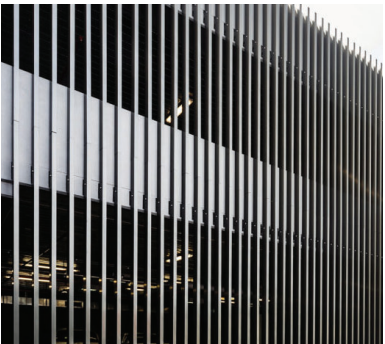
Thus, the materials proposed for use in the new building have been chosen for their aesthetic, efficient, low maintenance qualities and durability.



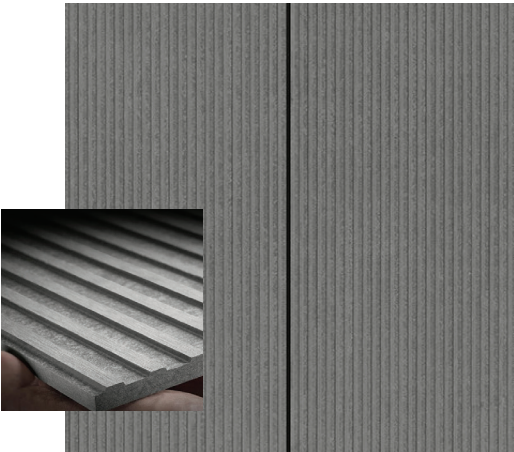
4 LouvreClad [Bentley]



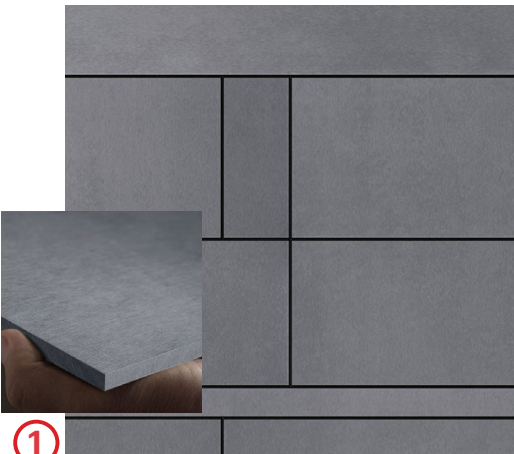
4 LouvreClad [Ascot]



4 LouvreClad [Barossa]



1 Equitone [Lines]- Colour LT20



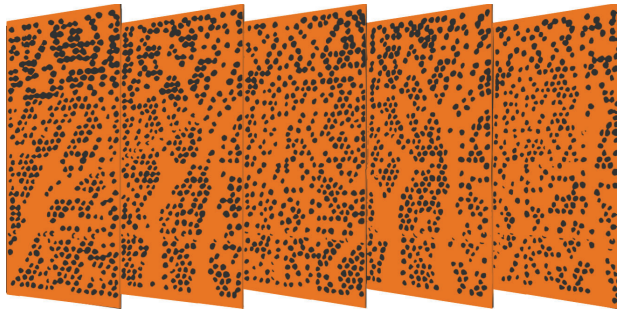
1 Equitone [Tectivia]- Colour LT15



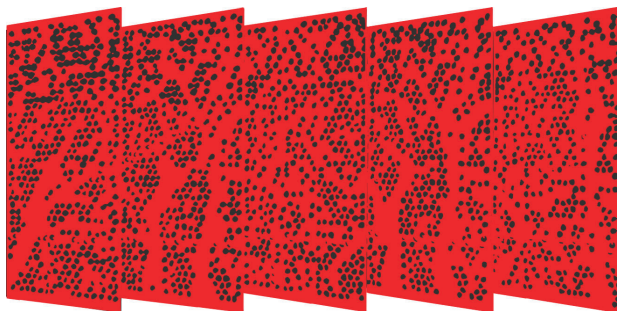
7 Painted Concrete- Baltica



2 Equitone [Pictura]- Pantone 107C



2 Equitone [Pictura]- Pantone 158C



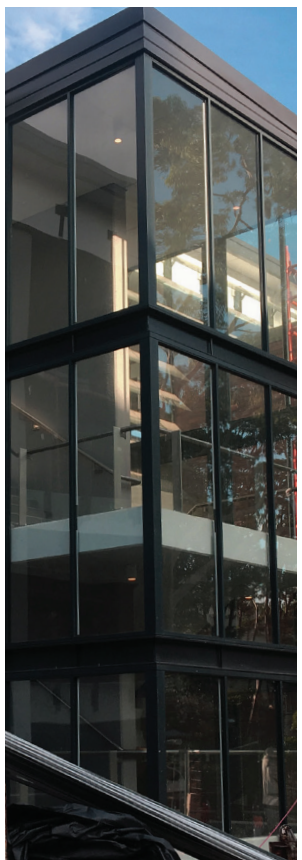
2 Equitone [Pictura]- Pantone 3556C



3 Off-form Concrete



8 Glass balustrade



5 Curtain Wall



# 4.0 Design Quality Principles



Proposed Secure Boundary  
(shown dashed)

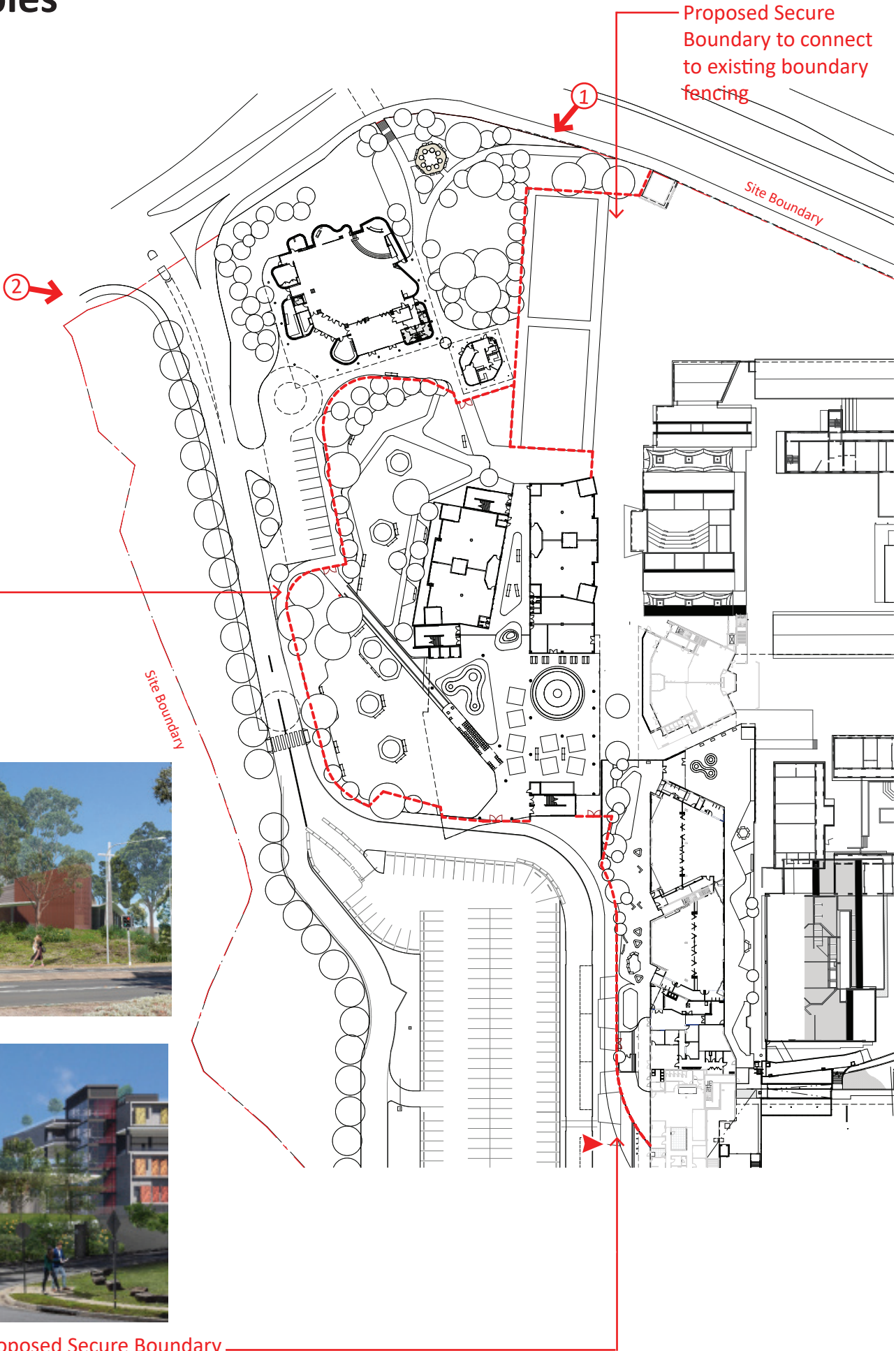
Main Entry Points ➤



View 1



View 2



## Principle - Accessible & Inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.  
Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.  
Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

This section will reference design principles for the Project 1, Stage 1 scope relating to;

- Boundary Strategy
- Wayfinding
- Signage
- Accessibility

## Boundary Strategy

The intention is that Church and Community Uses outside of school activity, will be available to the public.

Separate strategies will be implemented for security/secure line, including hard & soft landscaping elements, associated with:

- Church and other Community use
- School use

## Church and other Community Use

The existing secure Darcy Road entrance gate and fencing at the north-west corner of the site will be removed.  
This will provide community access to the Church, visitor parking and playing fields.

The existing retaining wall at the north-west corner of the site will also be removed and the site adjusted as an embankment rising from Darcy Road to the Church. The Church and its immediate surrounds will be in an unfenced landscape precinct presenting a welcoming entrance at this important part of the site. (As indicated on adjacent images 1&2 and shown on architectural and landscape drawings).

## School Use

The new K-6 School building is to be constructed within the secured area of the existing schools at WCC, which is to be maintained and amended as shown on drawings.



## 4.0 Design Quality Principles

### *cont. Accessible & Inclusive*

Proposed boundaries are designed with consideration to incorporating landscaping. The new secure boundary to the school will be embedded in soft landscaping to make it as visually inconspicuous as possible.

New secure line will be required in the interface between the outdoor spaces surrounding the new K-6 Primary and the adjacent landscaped Church grounds to the north-west and pedestrian/ traffic routes along the west and south of the K-6 school building "site". (As indicated on the drawing opposite).

To provide security while at the same time maintaining openness and connectedness, the following design principles for the secure line are followed:

- Maintain site lines and visual connection on either side of the secure line
- Boundary security and access have an aesthetic character that connect to the architecture
- Minimise the use of fencing where possible by using level differences and building walls as part of the secure line

Access to visitor parking and to the main entry of the Primary School will be available from the Darcy Road entrance.

Outside of morning arrivals and afternoon departures, automatic entry gates with intercom systems will provide controlled access onto the school site as existing.

All roadways and parking areas will remain fenced off from students to maintain security and safety.

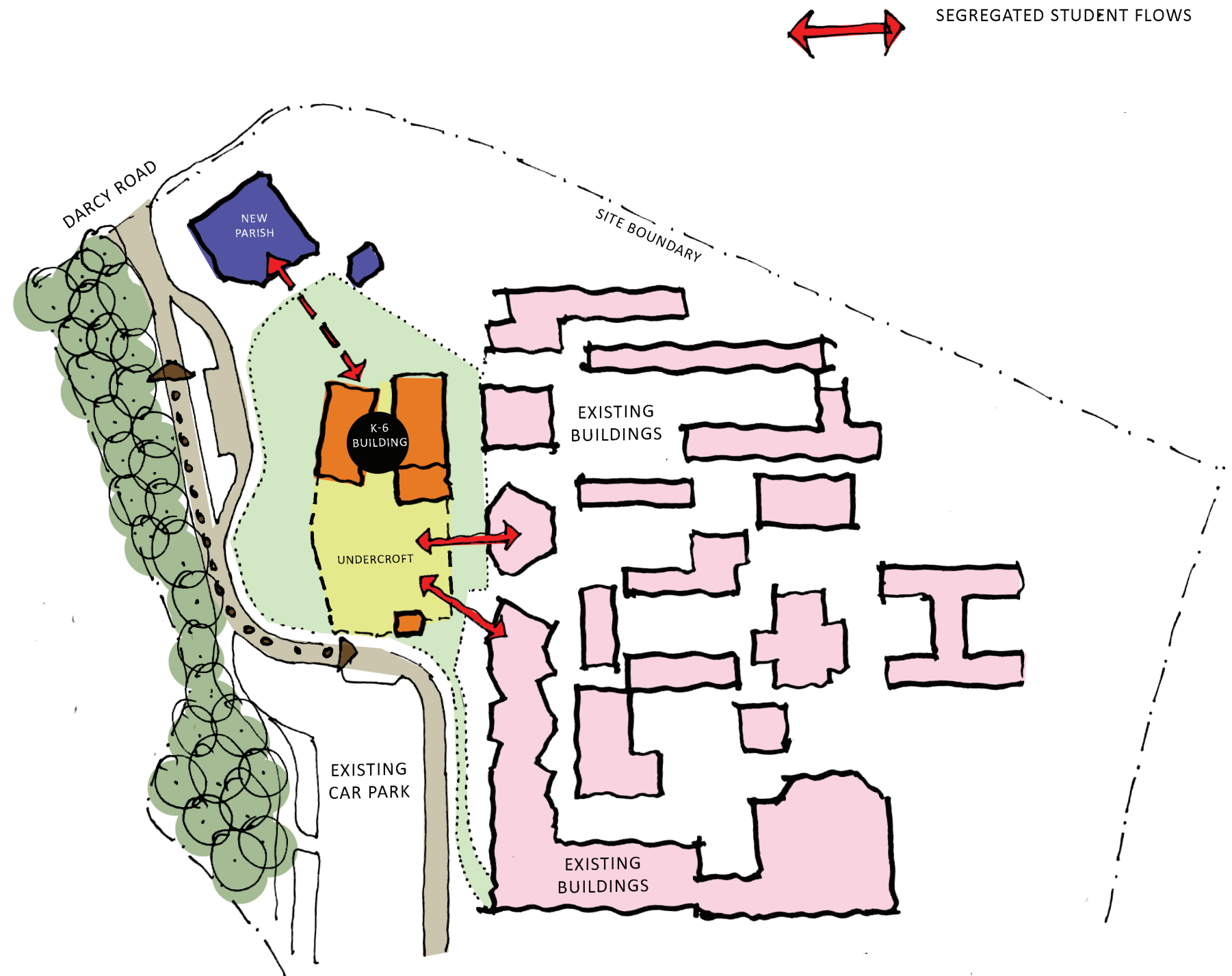
Existing security fencing to the schools which are not affected by Project 1, Stage 1, will be retained.

### **Wayfinding**

Wayfinding refers to information systems that guide people to, from and within buildings to enhance their understanding and experience of the spaces.

Wayfinding strategies are required throughout the Project 1, Stage 1 scope for staff, students and visitors, as applicable, for the Primary School, CELC and Church projects, with separate consideration with respect to both external and internal movement for each facility.

Approaches noted in this report will be detailed as part of the Design Development phase, synthesizing advice from specialist consultants with requirements of CEDP and Sacred Heart Parish.



cont. Accessible & Inclusive

Wayfinding - External Access and Control Primary School

Wayfinding is different during drop off and pick up times and other times during the school day.

Primary School during drop off and pick up times

Bus access - Students and staff who arrive by bus are dropped off and picked up at the bus stop adjacent to the ground floor open space of the primary school building. The entry points to the school from the bus stop are only opened at designated drop off and pick up times and provide access to the ground floor entry space of the primary school building.

Car access - Students who are dropped off/picked up by parents do so at the existing student drop off locations which is staff supervised during the morning and afternoon arrival and departure times.

Staff who drive will park in the existing car park as noted on the adjacent sketch, which will be dedicated to the new CELC and Primary School. Teachers and staff have direct access and entry to the Administration building from the car park. As regular users, and as the Administration building is next to the car park, particular direction to the Administration building is not necessary. Teachers and staff will share wayfinding strategies for students to other parts of the CELC and primary school facility.

Wayfinding at the two separated locations for buses and parental use is very direct, with students able to congregate in a very ordered manner under staff supervision at each location, during designated drop off and pick up times.

Pedestrian and bicycle access - Access is available from Darcy Road to an access gate at the north end of the school zone. The gate will be open during drop off and pick up times. The gate will provide access to the bicycle storage area for the primary school. The path will be clearly marked and provide unambiguous access to the school.

Primary School outside of Drop off and Pick up Times

Anyone who visits outside of designated drop off and pick up times must follow directions to the foyer of the school administration building which will be the only entry point to the school outside of those times. Visitors arriving by public transport, walking or on bike will follow directions along the path at the Darcy Road entry. Visitors arriving by car can park at the visitor parking area adjacent to the main entry foyer of the Administration building.

Legend

- 1 identification/directional signage
- 2 directional signage
- - - site boundary
- - - secure boundary
- - - public arrival
- - - student arrival
- secure boundary gate
- - - staff/CELC arrival

