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1.1 PROJECT INTRODUCTION

PROJECT INTRODUCTION

Saint Ignatius’ College, Riverview is a Catholic day and boarding school run by The Society of Jesus, established at Riverview in 1880.

The School has a rich history and strives to inspire values of justice, service, discernment, conscience and compassion. The College aims to produce young men who are cognisant of and responsive to global citizenship in a rapidly changing world.

Arcadia Landscape Architecture have been engaged by Saint Ignatius’ College to undertake a Landscape Master Plan process that will include the detailed design of the Stage One works around the Therry Building. The master plan has carefully considered the contents of the St Ignatius’ College Strategic Plan 2015-2020 and also the Master Plan document by PMDL Architects.

This landscape master plan document aims to establish a set of principles to guide the future detailed development of Riverview College as a school that prides itself on providing as much opportunity to its students as possible. With a motto that encourages the young men to push the limits and strive their hardest whilst respecting the qualities and traditions written deep into the fabric of the school.

The final outcome will provide a safe, creative and enjoyable landscape for the students to engage, learn and continue to respect and value the opportunities that are placed before them.

“Quantum Potes Tantum Aude”
“As much as you can do, so much dare to do”
1.2 SITE CONTEXT

REGIONAL CONTEXT

St Ignatius’ College is located on the banks of the Lane Cove River, sitting elevated between Burns Bay and Tambourine Bay. The College is a short ferry ride from a variety of Sydney Harbour terminals such as Balmain, Drummoyne and Circular Quay.

LOCAL CONTEXT

The site is cut in two by Riverview Street, separating the secondary school from the preparatory school. Surrounded by reserves and parklands there are a number of walking trails that use the school’s land to connect the waterfront pathways. The school is a large part of the local community, not only allowing these casual walkers to enter their lands but encouraging them to. This is a positive insight into the values and respect the school has for its natural surroundings and how much pride they take in the local landscape. Being elevated, the site hides behind a band of bushland to the Southern boundary which is the mean high tideline of the Lane Cove River.
**HERITAGE + HISTORY**

**HISTORY OF RIVERVIEW**

Since its foundation in 1880, Saint Ignatius’ College, Riverview has been under the care of the Society of Jesus.

While the founder of the school in the real sense was Father Joseph Dalton SJ, the school does have two other founders: Archbishop Roger Bede Vaughan, who invited the Jesuits to Sydney on condition that they found a boys’ boarding school, and Father JJ Therry, who, on his death in 1864, left the greater part of his property to the Society of Jesus. After Archbishop Vaughan asked the Jesuits to open a boarding college on the North Shore, Father Joseph Dalton purchased the Riverview Estate on behalf of the Society of Jesus on 28 June 1878. Eighteen months later Father Dalton was appointed foundation Rector of Saint Ignatius’ College.

An advertisement was placed in the Catholic newspaper, The Express, stating that boys aged between eight and 12 would be received at Riverview ‘as soon as possible after the Christmas holidays’. Classes commenced in the cottage in February 1880. The cottage soon became very cramped as more boys arrived and in order to provide better accommodation, St Michael’s House was built. The building was designed by William Wardell and opened on the feast of Saint Michael, 29 September 1880. Further building took place at the College in 1882 with the construction of a wooden boathouse, and in 1883 the infirmary was built.

In its early years, the College offered ‘Classical and Modern Languages, History, Mathematics, the Natural Sciences and all other branches required for the Civil Service, the Junior, Senior and Matriculation Examinations.’ It was advertised that the curriculum included a modern side; mercantile subjects. By December 1882, with an enrolment of only 70 students, the College extended the curriculum to include English Composition, Writing, Music, Singing, Drawing, Painting, Irish History and Oral Latin.

The main building of the College was constructed in three stages between 1885–1930 and the foundation stone was laid by Cardinal Moran Archbishop of Sydney on 15 December 1885. As originally designed by the architectural firm of Gilbert, Dennihey and Tappin, of Ballarat, the building was to be a huge square, representing four identical fronts, but only the South front was completed according to plan.

Although the first dayboys were not officially admitted until 1923, there was a small group of pupils who were permitted to attend the College as dayboys. In fact, up until the 1960s, dayboys remained relatively small in number and Riverview was mainly for boarders.

**THE CREST**

Riverview was slow to express its meaning in symbols. The College began in 1880 without a motto, badge or uniform. It took 25 years before any of those began to appear. In 1906 Father Thomas Gartlan, Headmaster, decided that the school should have a badge and a motto.

**THE LOYOLA AND ONAZ FAMILIES**

The badge is made up of two coats of arms, representing two sides of the family of St Ignatius. The Loyola family was a prosperous and powerful family who owned a property by the Uralla River. Another family, named Onaz, owned a farm about a mile from Loyola. These two families intermarried, sometime during the 13th century, and when the Onaz branch died out the Loyolas inherited their name and property—thus unifying the coats of arms.

**THE WOLVES AND THE POT**

The coat of arms of the Loyola family was two grey wolves with a kettle between them. The Spanish word for wolf is lobo and olla is pot so a wolf and a pot is lobo-y-olla, which is contracted into Loyola. The coat of arms was taken to refer to the generosity of the Loyola family which, in feudal times kept bands of followers in case of war. It is said that the family was so generous to their followers that even the wolves had something to feast on after the soldiers had eaten.

**THE SEVEN BARS**

Seven diagonal bands, on a field of gold represent the coat of arms of the Onaz family. It is said that the King of Spain granted these bars in recognition of the bravery of seven Onaz brothers who distinguished themselves in battle. This part of the badge therefore reminds us of the courage and bravery of the family of Ignatius. Many Jesuit Colleges have chosen the combined badge, but it is particularly relevant to Riverview, which is dedicated by name, and under the patronage of St Ignatius himself. It calls on all that wear it to show similar generosity and courage in all they do.

**THE SCHOOL MOTTO: QUANTUM POTES, TANTUM AUDE**

It is the motto underneath the badge that distinguishes one Jesuit College from another. Quantum potes, tantum audae is taken from the 13th century Eucharistic hymn, Lauda Sion Salvatorem, composed by Thomas Aquinas. The motto may be translated to ‘as much as you can do, so much dare to do’. It takes up themes central to Jesuit teaching and stresses the traditions of Riverview and the qualities expected of every student who passes through its doors.

* Sourced from St Ignatius College website
2.0 ANALYSIS
Pedestrian Access

The current pedestrian movements across the college campus are typical of any educational institution where the arrival nodes and other central nodes create the primary paths of travel with secondary movements coming from these.

Of note with Riverview is that the pedestrian movements throughout the day have three distinct patterns that are relative to the boarding and day school rituals. The morning movements commence with the boarding students movements between the boarding houses and the main building for breakfast, then move into the arrival of the day students from the two main arrival point. Following the main arrival period the movements are typical of any day school until the end of the day when the day students return home. The final pattern during the evening then breaks into the evening boarding movements and evening visitor movements where these two do not normally collide and activate different parts of the campus.
2.2 EXISTING VEGETATION

Individual tree cover

1. Ficus microcarpa

2. Ficus microcarpa

Bushland fringe to Lane Cove River

1. Angophora costata

2. Casuarina glauca

3. Corymbia citriodora

4. Pinus radiata

5. Liquidambar styraciflua
3.1 STAGE 1 VISION

The St Ignatius’ Strategic Vision states “It’s all about the boys” and the landscape master plan seeks to ensure that wellbeing and experience is our primary concern.

We aim to create a unique and effective educational experience. This should reinforce the ‘Learning Community’ - based on the House System utilising pastoral care.

We are conscious however that we’re establishing a master plan future vision…..not just fixing what doesn’t work now.

The 21st Century ensures that excellence will not be achieved by traditional models of schooling but by an acute understanding of the social, educational, economic and cultural climate of the contemporary world.

“Inspired by the past, embracing the future.”

The Saint Ignatius’ College Riverview Landscape Masterplan embodies the ambitions of the Strategic Plan to provide a framework for the future physical development of the Campus, ensuring the best outcomes for teaching and learning, as well as the ongoing support of the Riverview community. It is a roadmap setting out the route for the College evolution, in step with the College philosophy and ambitions.

Our vision for the St Ignatius’ College master plan will be achieved through reflection on set of guiding principles (Refer Sheet 3.3)
3.2 STAGE 1 BRIEF

Following on from the Landscape Master Plan and study program, the stage one design brief will focus on the key points found within the masterplan document.

KEY NEEDS

// Create a teaching and learning environment which supports and reflects the philosophy of the College. By focusing on this the building fabric will work to reinforce the spirit and special nature of the Ignatian education. Facilities provision and deployment must ensure that the planning, organisation and design welcomes staff, students and the community and creates spaces where people want to be. Current organisation and design of spaces is “defensive” rather than celebratory with most activities, uses and users partitioned into cellular spaces.

// Create circulation spaces and connections that offer much more than just corridors.

// Reinforce the House pastoral care core of the College by the creation of clear, accessible inviting spaces that provide a “homebase” for students. This will produce places for coming together as part of the overall community, as well as somewhere to retreat, reflect, socialise and belong.

// Get the best use from all existing facilities by relocation of uses, reinvention of space, improved connections and ease of circulation, separate of vehicles and pedestrian circulation, allocation of appropriate service and support activities.

// Create a variety of quality open space, both inside and outside, to extend the teaching and learning opportunities.

// Ensure that the past is respected whilst embracing the future. Drawing from the provenance of the site and the College’s history will ensure that the future maintains relevance and engagement.

// Given the diversity of the co-curricular offer at the College there is a need to ensure that all outdoor spaces provide opportunities to meet the constant pressure. A variety of quality spaces and the maximisation of the existing playing surfaces, together with additional sports courts combined with change and viewing facilities will add value to the campus into the future.
3.3 STAGE 1 LANDSCAPE PRINCIPLES

**IMPROVE ACCESS + CIRCULATION**
while enhancing spaces using site levels, the design aims to improve the pedestrian movement through the different spaces with ease. Accessibility via the upper terrace of the Vaughan building has allowed wheelchair access straight into level 2 of the building.

**MANAGE WELLBEING**
of students, staff and visitors is essential in the designing of any space, especially that of a school. The design creates various adaptable spaces that offer uses for groups of different sizes, set within a green environment.

**CREATE SENSE OF PLACE**
that celebrates the site attributes and reinforces unique character. This has been achieved through the clever use of materials and levels to create a ‘one of a kind’ landscape experience that is drawn from the schools philosophies and locally sourced materials.

**EFFECTIVELY RESPOND TO BUILT FORM**
the landscape integrates with both the existing and proposed buildings cohesively. It is in this sense of flow and complimentary design helps solidify the values the College.

**FACILITATE SOCIAL INTERACTION AND ENGAGEMENT**
and promote diversity and inclusion through the creation of adaptable areas for teaching, recreation, study and relaxing. These areas are designed to fit groups of all sizes and encourage inclusive learning practices.

**CREATE FLEXIBLE SPACES**
that can be adapted for future / alternative uses. This is achieved through robust, durable materials that have a long life. This allows for reuse in the future. The design is also drawing on contemporary teaching practices that will be able to incorporate new learning strategies well into the future.

**INSPIRE NEW WAYS OF LEARNING**
and facilitate innovative pedagogy through inclusive learning and encouraging students to be involved in the learning processes.

**UTILISE THE WHOLE SITE**
through careful spatial orientation and level management the whole site is being used to its full potential. With a variety of spaces that offer different uses, and create different microclimates throughout the day.

**ACHIEVE ENVIRONMENTALLY SENSITIVE DESIGN TARGETS**
and minimise resource use / energy usage by introducing an indigenous planting palette throughout and reusing/ sourcing materials found in the local area.

**EXPOSE NATURAL PROCESSES**
and express systems for education and holistic learning. By reusing materials excavated from site and introducing a native planting palette and WSUD into the different spaces, conversations can be started that draw on natural processes and encourage the students to ask questions.
4.0 STAGE 1 STRATEGIES
4.1 PEDAGOGY

The principles that shape the campus situate students within an integrated and unique environment that provides opportunities for students to learn from multi-sensory outdoor experiences. Outdoor environments as ‘learning space’ to provide locally appropriate and inclusive pedagogies.

The landscape is to act as an extension of the teaching spaces within the buildings... and this should not be restricted to only the areas directly outside the classrooms.

"... natural and built environments of the campus are used as learning spaces to promote social interactions, conversations, and experiences that enhance student learning...”

John M. Beloff, Charles Sturt University ‘Design of Outdoor and Environmentally Integrated Learning Spaces’ - 2012

EFFECTIVE LEARNING SPACES ARE:
// Flexible: to accommodate current and evolving pedagogies;
// Future proofed: to enable space to be re-allocated and reconfigured;
// Bold: to look beyond tried and tested technologies and pedagogies;
// Creative: to energize and inspire learners and tutors;
// Supportive: to develop the potential of all learners; and
// Enterprising: to make each space capable of supporting different purposes.

In addition to providing effective learning spaces we understand there is also a demand for effective teaching spaces. With limited space and resources for all of these spaces the opportunity exists to expand current pedagogy. The following opportunities will be addressed through the master plan process:

CLASSROOM INTERFACE
To further expand on the interior spaces proposed a new interface with the adjacent courtyards will be carefully designed to provide optimal spaces for teachers and students. These spaces will also have

NODE SUPPORT
Social space that is connected to the House Nodes established by PMDL in the concepts for the built form.
The landscape design will seek to provide a multi purpose exterior environment attached to each of the proposed nodes to function in the

ENVIRONMENTAL + INTEGRATED
Immersive learning in the natural environment has multiple benefits. There is a body of research that promotes the effectiveness of natural settings for the human mind. The principles of these spaces will be utilised to ensure

INQUIRY BASED LEARNING
Inquiry based learning is all about thinking – thinking in order to make meaning. The urge to inquire activates thinking on many levels and in many forms.

PERIPATETIC EXPEDITIONS
To optimise the educational attributes provided by the site the landscape master plan seeks to promote alternative methods of learning where teachers are able to engage students on peripatetic walks. The potential for dispersed teaching zones scattered through the site is afforded by the unique location in addition to other initiatives.
4.2 LANDSCAPE ELEMENTS

By addressing the existing conditions of the site and exploring ways to use these in a beneficial way, the masterplan will provide not only a variety of sustainable, learning environments, it will ensure that the landscape will age with grace by providing landscape strategies that reduce the amount of water, energy and maintenance needed in order for it to grow. It will achieve this by introducing landscape elements that promote sustainable processes such as:

- **WSUD processes** will minimise the amount of water used on the landscape and will provide a visual landscape connection with the sustainable values promoted throughout the school.

- **Adopting native vegetation** endemic to the area will minimise the amount of maintenance required to keep the garden areas alive. By choosing local planting stock you not only decrease time spent on the garden, but provide natural resources back into the local biodiversity that will attract local wildlife and continue to uphold necessary local environmental processes.

- **Energy reduction** through passive cooling of buildings by tree canopies shading exterior walls and providing areas for outdoor learning reducing the need for air conditioning.

- The success of the landscape spaces will rely on the students to use the space, therefore access is one of the most important landscape elements to account for. The areas designed not only need to be accessible, but provide a sense of place and feeling that invites the students to stay and observe their surroundings.

By providing these landscape elements and encouraging educators to overcome existing, traditional teaching practices and providing spaces that encourage creative learning practices that bring the teaching into the outdoor environment where there is a wealth of knowledge in observation.
4.3 MATERIALS

ENDURING

DESCRIPTION
A variety of robust materials will make up a cohesive palette in order for the school to regain a sense of place. With materials that will maintain their desired appearance throughout the years in this coastal environment and that will be readily available in the years to come. These materials could include concrete, hardwood timber, and natural stones such as granite and sandstone.

SITE SPECIFIC

DESCRIPTION
Like much of the Sydney Basin, sandstone is readily available within the sites local area. With the excavation of land to provide the state of the art buildings proposed, excavated sandstone and recycled timber will be reused throughout the landscape to create a site specific character as well as promoting the sustainable practices that Saint Ignatius College supports so proudly.

PAVING / SURFACES SUSTAINABLES

DESCRIPTION
This masterplan aims to create a cohesive paving plan that the College will be able to implement throughout the future stages of development. This surface palette is aimed to achieve a high quality finish whilst maintaining the existing character and sense of place the school has achieved throughout its upstanding history.

With the ability to create custom inlays that portray the core values the College sees as paramount to the qualities expected of every student who use these surfaces. These inlays can be subtly etched into the paving or stripped in a contrasting bonding colour. By creating these inlays in a contemporary way, the future directions of the school can be ‘Inspired by the past, Embracing the Future’.
4.4 MATERIAL SELECTION

Sandstone is a natural stone that is readily available within the Lane Cove area. There will also be a large amount of sandstone that will be excavated with the future works. This can be cut and reused on site as feature rocks within garden beds and if the site permits, cut to make the sandstone logs proposed as seating elements within the landscape design. It is a robust, durable material that will age gracefully much like the school.

Hardwood has long been a part of the Lane Cove history with large timber yards lining the once industrial foreshore of the area. Sources from local yards, timber is a sustainable option and a very durable material and easy to maintain. It is also a material that will age well with heavy use, which will complement the other materials chosen for the different spaces.

Precast concrete offers a dramatic range of colours, finishes and unlimited design possibilities difficult to match with any other material, while creating structures that can provide superior environmental and energy performance from a life cycle perspective. Precast concrete offers a competitive building solution based on first cost, long-term economic benefits, energy efficiency, lower maintenance and overall operating costs as well as opportunities for future reuse when the occupancy of a building changes.

MATERIAL LIFE CYCLE ASSESSMENT

Life Cycle Assessment (LCA) is used as a tool to assess the environmental impacts of a product, process or activity throughout its life cycle from the extraction of raw materials through to processing, transport, use and disposal.

This is represented in the below diagram:

1. RAW MATERIALS
2. MANUFACTURING
3. TRANSPORTATION
4. INSTALLATION
5. USE
6. MAINTENANCE
7. DISPOSAL
8. REUSE
LANDFILL
REPURPOSE
WASTE

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5.0 STAGE1 DETAIL PLANS
5.1 DESIGN DRIVERS

BENEFITS OF OUTDOOR LEARNING ENVIRONMENTS

To integrate outdoor learning experiences into the day to day classroom environments can have a range of positive outcomes. By allowing students to discover, challenge and enjoy, will lead to development of the whole person and an adventurous approach to learning are at the core of outdoor pedagogy. The outdoor environment encourages staff and students to see each other in a different light, building positive relationships and improving self-awareness and understanding of others.

Learning in an outdoor setting has a number of benefits that teachers, parents and students can all enjoy. Some of these are:

- 72% of outdoor learners scored higher on tests than students in traditional classrooms.
- Stimulation outdoors versus indoors helps prevent childhood obesity, attention deficit disorder, anxiety and depression.
- Hearing the sounds of nature helps to increase the amount of serotonin in the brain and reduce stress.
- Fresh stimuli from the constantly changing outdoors helps to improve memory skills.
- Encourages divergent thinking: An essential capacity for creativity
- Allows the exploration of a variety of proven thinking patterns:
  - Academic
  - Abstract
  - Non Academic
  - Theoretical
  - Vocational

“These practical approaches to learning must not be seen as a ‘bolt-on’ or alternative form of provision but part of an integrated experience.”
5.2 DESIGN CONSIDERATIONS

GROUP SIZE
Keep groups midsized. Small groups of 3 or less lack enough diversity and may not allow divergent thinking to occur. Groups that are too large create “freeloading” where not all members participate. A moderate size group of 4-5 is ideal, moving away from the philosophy of competition towards one of collaboration.

TIERED LEVELS
Tiered seating creates an intimate, small group discussion format. Different levels create a sublte separation where small groups can sit for discussions whilst maintaining site lines for supervision purposes. This encourage class groups to focus on the tasks given whilst encouraging collaborative, group learning.

DIFFERENT LEARNING STYLES
Design spaces for a variety of learning styles. Not everyone learns in the same way. Creating spaces that cater for the different learning styles is an important aspect of a school environment.

INDOOR/ OUTDOOR FLOW
By weaving a thread of progressive outdoor learning experiences which link directly to indoor’ experiences encourage both students and educators to use these outdoor spaces on a more regular basis.

CREATING MICROCLIMATES
Adaptive spaces to ensure microclimatic comfort. This refers to all aspects in design from material use, seating elements and lighting to level differences and planting palette. This ensure longevity in design and spaces that will withstand daily abuse and still reflect the qualities of the school.

ADAPTABILITY
Through the use of appropriate materials and creative construction techniques it allows the space to adapt and change with the schools future development strategies.
5.3 COURTYARD CONCEPT DIAGRAMS

CENTRALLY FOCUSED

By creating an elevated balcony encircling the space the focus is central, making the courtyard feel lively and activated.

The classrooms also utilise views into the space from all levels. The inclusion of trees and garden beds softens the space and contributes to nature restoration goals.

FACILITATING LEARNING

The extension of the teaching space is integral to the landscape approach. The layout of the landscape infrastructure creates engaging spaces that are optimally sized for collaborative learning.

These smaller spaces are surrounded by a variety of larger zones that can facilitate whole class / group discussion, gathering or play.

IMPROVING ACCESS

The scheme provides direct access through the courtyard via a legible pathway and utilises the level changes to create a connection to the upper level via a raised walkway. This approach assumes universal access via the lift core.

The whole space can be traversed by the boys in a more playful manner.

ADAPTABLE / FLEXIBLE

The designs responds to the multiple functions of the space. When the classroom doors are open the teaching space is extended into the outdoors. When closed, the spaces become integrated as part of the terrain.

It will be flexible in terms of use and also future adaptation. The modular nature means many elements may be reimagined to adapt to future classroom adjustments as teaching / learning styles evolve.
5.4 LEARNING TERRAIN

In keeping with the traditions and history of the school, the material palette is designed to mix traditional materials with contemporary ‘new age’ material production to encourage the students to identify the changing nature of the environment they live in and challenge creative thought processes. These materials will be used together in a way that mimics natural processes of weathered rock, forming various levels and spaces for the students and teachers to use.
5.6 COURTYARD DETAIL PLAN

LEGEND

01/ Existing trees to be retained
02/ Sandstone blocks
03/ Proposed tree locations
04/ Concrete terracing
05/ Ground level
06/ Hardwood timber bar elements
07/ Upper terrace
08/ Timber decking
09/ Timber seating

- Concrete Paving
- Concrete Terracing
- Sandstone Log Terracing
- Garden Bed
- Timber Decking
- Timber Seating
- Feature Tree
- Existing Tree

ST. IGNATIUS' COLLEGE
RIVERVIEW
STAGE 1 LANDSCAPE PACKAGE

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SECTION AA

**KEY MAP**

- **A**
- **A**

**LEGEND**

- **01/** Proposed tree
- **02/** Garden bed
- **03/** Sandstone blocks
- **04/** Concrete terracing
- **05/** Timber seating
- **06/** Timber bar element
- **07/** Level 2 - Vaughan Building
- **08/** Level 1 - Therry Building

---

**SAINT IGNATIUS’ COLLEGE RIVERVIEW**

**STAGE 1 LANDSCAPE PACKAGE**

**DATE**

Nov. 2015

**ISSUE**

2

**SCALE**

1:150 @ A1

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5.8 COURTYARD SECTION

KEY MAP

LEGEND

01/ Proposed tree
02/ Garden bed
03/ Sandstone blocks
04/ Concrete terracing
05/ Terrace 1
06/ level 2 - Vaughan Building
07/ Level 1 - Therry Building

SECTION BB
5.9 COURTYARD SECTION

KEY MAP

LEGEND

01/ Proposed tree
02/ Garden bed
03/ Sandstone blocks
04/ Timber decking
05/ Terrace 1
06/ Level 2 - Vaughan Building
07/ Level 1 - Therry Building

SECTION CC
5.10 COURTYARD MODELS

SAINT IGNATIUS’ COLLEGE RIVERVIEW
STAGE 1 LANDSCAPE PACKAGE

PREPARED BY Arcadia Landscape Architecture
CLIENT St Ignatius College, Riverview
DATE Nov 2015
ISSUE 
SCALE 1:150 @ A1

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Ensure compliance with the Building Code of Australia and all relevant Australian Standards and Authorities.
5.11 COURTYARD PERSPECTIVE SECTION

KEY MAP

LEGEND

01/ Existing trees to be retained
02/ Seating elements blocks
03/ Proposed tree locations
04/ Upper level - RL 39.20
05/ Terrace 3 - RL 38.25
06/ Terrace 2 - RL 37.35
07/ Terrace 1 - RL 36.45
08/ Lower level - RL 35.55

SECTION DD
LEGEND

01/ Existing trees
02/ Sandstone blocks
03/ Proposed tree locations
04/ Timber bar elements
05/ Space for play
06/ Planter beds
07/ Proposed building
08/ Graded planter bed

Concrete Paving
Concrete Terracing
Sandstone Log Terracing
Garden Bed
Timber Seating
Feature Tree
Existing Tree

SECTION AA - scale 1:50

SECTION BB - scale 1:50

ST JOHN'S BUILDING
THERRY BUILDING

SAINT IGNATIUS’ COLLEGE RIVerview
STAGE 1 LANDSCAPE PACKAGE

PREPARED BY Arcadia Landscape Architecture
CLIENT St Ignatius College, Riverview
DATE Nov 2015
ISSUE 2
SCALE 1:150 @ A1

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5.13  ENTRY DETAIL PLAN

LEGEND

01/ Existing trees to be retained
02/ Sandstone blocks
03/ Proposed tree locations
04/ Concrete terracing
05/ Timber seating
06/ Forecourt level
07/ Raise planter beds with integrated seating
08/ Terraced garden beds
09/ Lower level
10/ Lawn terracing
11/ Current drop off area

Concrete Paving
Forecourt Paving
Concrete Terracing
Sandstone Log Terracing
Garden Bed
Turf
Timber Decking
Timber Seating
Feature Tree
Existing Tree
5.17 PLANTING PALETTE

TREES

SHRUBS + GRASSES

GROUNDCOVERS
### 5.18 PLANTING SCHEDULE

#### 15-290 SAINT IGNATIUS, RIVerview PLANT SCHEDULE

<table>
<thead>
<tr>
<th>CODE</th>
<th>BOTANIC NAME</th>
<th>COMMON NAME</th>
<th>MATURE SIZE (h x w) (m)</th>
<th>PROPOSED POT SIZE (L)</th>
<th>NATIVE</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co</td>
<td>Corymbia gummifera</td>
<td>Red Bloodwood</td>
<td>20 x 10</td>
<td>400L</td>
<td>*</td>
<td>6</td>
</tr>
<tr>
<td>Eh</td>
<td>Eucalyptus banksiana</td>
<td>Scribbly Gum</td>
<td>15 x 10</td>
<td>400L</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Es</td>
<td>Eucalyptus saligna</td>
<td>Sydney Blue Gum</td>
<td>30 x 10</td>
<td>400L</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Lt</td>
<td>Liquidambar styraciflua</td>
<td>Sweet Gum</td>
<td>30 x 15</td>
<td>400L</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Mt</td>
<td>Melaleuca linariifolia</td>
<td>Narrow Leaved Paperbark</td>
<td>10 x 5</td>
<td>200L</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Ti</td>
<td>Tristaniopsis laurina</td>
<td>Water Gum</td>
<td>10 x 5</td>
<td>400L</td>
<td>*</td>
<td>16</td>
</tr>
</tbody>
</table>

**VEGETATION & ACCENTS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Botanic Name</th>
<th>Common Name</th>
<th>Mature Size (h x w) (m)</th>
<th>Proposed Pot Size (L)</th>
<th>Native</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arh</td>
<td>Anigozanthus 'Bush Blitz'</td>
<td>Kangaroo Paw</td>
<td>1 x 1</td>
<td>200mm</td>
<td>*</td>
<td>21</td>
</tr>
<tr>
<td>Bgg</td>
<td>Banksia integrifolia</td>
<td>Heath-Leaved Banksia</td>
<td>1.5 x 1.5</td>
<td>200mm</td>
<td>*</td>
<td>8</td>
</tr>
<tr>
<td>Cc</td>
<td>Callistemon citrinus</td>
<td>Bottlebrush</td>
<td>6 x 3</td>
<td>200mm</td>
<td>*</td>
<td>10</td>
</tr>
<tr>
<td>Cdb</td>
<td>Correa reflexa</td>
<td>Common Correa</td>
<td>1 x 1</td>
<td>200mm</td>
<td>*</td>
<td>21</td>
</tr>
<tr>
<td>Cli</td>
<td>Chevreulia linearifolia</td>
<td>White Spider Flower</td>
<td>2 x 2</td>
<td>200mm</td>
<td>*</td>
<td>13</td>
</tr>
<tr>
<td>Lp</td>
<td>Leptospermum polyphyllum</td>
<td>Lemon-scented Tea Tree</td>
<td>1.5 x 2</td>
<td>200mm</td>
<td>*</td>
<td>5</td>
</tr>
<tr>
<td>Tt</td>
<td>Tetradenia hymalis</td>
<td>Black Eyed Susan</td>
<td>1 x 1</td>
<td>200mm</td>
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**GRASSES & RUSHEES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Botanic Name</th>
<th>Common Name</th>
<th>Mature Size (h x w) (m)</th>
<th>Proposed Pot Size (L)</th>
<th>Native</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dca</td>
<td>Dianella caerulea</td>
<td>Flax Lily</td>
<td>0.5 x 0.5</td>
<td>200mm</td>
<td>*</td>
<td>25</td>
</tr>
<tr>
<td>Dc</td>
<td>Dichelachne crinita</td>
<td>Long-Haired Plasma Grass</td>
<td>1 x 1</td>
<td>200mm</td>
<td>*</td>
<td>84</td>
</tr>
<tr>
<td>Ju</td>
<td>Juncus articulatus</td>
<td>Common Rush</td>
<td>0.5 x 0.5</td>
<td>200mm</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Nl</td>
<td>Notodonanthus longipilis</td>
<td>Wallaby Grass</td>
<td>1 x 1</td>
<td>200mm</td>
<td>*</td>
<td>8</td>
</tr>
<tr>
<td>Pg</td>
<td>Patersonia glabratata</td>
<td>Leafy Purple Flag</td>
<td>0.5 x 0.5</td>
<td>200mm</td>
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<td>218</td>
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</table>

**GROUNDCOVERS & CLIMBERS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Botanic Name</th>
<th>Common Name</th>
<th>Mature Size (h x w) (m)</th>
<th>Proposed Pot Size (L)</th>
<th>Native</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Md</td>
<td>Dichromatella repens</td>
<td>Killiney Weed</td>
<td>0.2 x spreading</td>
<td>150mm</td>
<td>*</td>
<td>12</td>
</tr>
<tr>
<td>Cg</td>
<td>Carpobrotus glaucescens</td>
<td>Pig Face</td>
<td>0.25 x spreading</td>
<td>150mm</td>
<td>*</td>
<td>206</td>
</tr>
<tr>
<td>Cn</td>
<td>Centella asiatica</td>
<td>Swamp Pennywort</td>
<td>0.25 x spreading</td>
<td>150mm</td>
<td>*</td>
<td>6</td>
</tr>
<tr>
<td>Hv</td>
<td>Hardenbergia violacea</td>
<td>False Sarsaparilla</td>
<td>0.25 x spreading</td>
<td>150mm</td>
<td>*</td>
<td>62</td>
</tr>
<tr>
<td>It</td>
<td>Isotoma fluviatilis</td>
<td>Swamp Isotoma</td>
<td>0.25 x spreading</td>
<td>150mm</td>
<td>*</td>
<td>108</td>
</tr>
<tr>
<td>Vh</td>
<td>Viola odoracea</td>
<td>Native Violet</td>
<td>0.5 x 0.5</td>
<td>150mm</td>
<td>*</td>
<td>38</td>
</tr>
</tbody>
</table>
6.0 APPENDIX PLAN