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1.1 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.
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 boatshed, 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 Urola 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 uniting 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 aude 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.
HOUSE SYSTEM

There are 16 Houses in the College, each House containing approximately 85 boys from Years 7 to 12. Boys remain in the same House during their entire time at the College and often develop a special identity with that House.

THE ROLE OF THE HEAD OF HOUSE

Heads of House hold the primary responsibility for supervising the whole education of each student in their care. They ensure that each student’s experiences embrace one of the central ideals of Jesuit education: the well-rounded person. By knowing their students, Heads of House will help them discern their special talents, rejoice in them, develop them and put them at the service of others in a community of faith on a journey towards God. Heads of House work in partnership with the range of staff at the College, all of whom unite in the spirit of Ignatian formation to put the student’s welfare above institutional boundaries. They also work in partnership with the student’s Mentor, meeting regularly with them to discuss the progress of students in each Mentor Group. Heads of House also assist and encourage Mentors to develop new and appropriate strategies for Mentor Group meetings.

MENTOR GROUPS

Within the House, each boy belongs to a Mentor Group. Each House Mentor participates in the formation of each boy. This smaller group enables boys to meet informally and gives them the opportunity to develop leadership skills.

The Mentor will interview each boy in his or her Mentor Group at least once a Semester. The Head of House will interview each boy in the House on a one to one basis each Term. It is also made clear to the boys that Heads of House and Mentors are always available for help in academic progress and subject choices, co-curricular involvement, and spiritual development.

HOUSE MEETINGS

House Meetings are significant educative events in our students’ formation. There is a short meeting of 15 minutes three times per week for the Mentor Group to meet the Mentor, while a longer meeting is held three to four times a Term.

HOUSE NODES

The basis of the architectural philosophy for the masterplan looks to reinforce the house system through the implementation of a stronger presence of house nodes. We believe that like the class room, the house node should also have the flexibility of a landscape setting and amenity.
2.0 ANALYSIS
2.1 SITE CIRCULATION - DAYTIME

Pedestrian circulation

1. Connects boarders to school and refectory
2. Services boys arriving by boat
3. Multiple access points
4. Challenging gradients
5. No clear hierarchy
6. Mixed ground plane materials
7. Materials deteriorating
8. Parts of school inaccessible
9. Circulation conflicts between pedestrians and cars

Diagram sourced from PMDL Riverview Masterplan 2015

Diagram of Pedestrian Circulation

- Connects boarders to school and refectory
- Services boys arriving by boat
- Multiple access points
- Challenging gradients
- No clear hierarchy
- Mixed ground plane materials
- Materials deteriorating
- Parts of school inaccessible
- Circulation conflicts between pedestrians and cars

Legend:
- Entry into Site
- Entry into Site
- Pedestrian Circulation

Note: Diagram is not to scale and dimensions are approximate. All other required information not illustrated is to be supplied by the landscape architect. All discrepancies to be referred to the project managers and Arcadia Landscape Architecture Pty Ltd prior to construction. Diagram compliance with the Building Code of Australia and all relevant Australian Standards and Authorities.
2.2 SITE CIRCULATION - NIGHT TIME

Pedestrian circulation
1. Connects boarders to refectory, gym and library
2. Connects main car parks with event spaces
3. Reduced circulation movements
4. No access from water
5. Clear views and CPTED principles to be retained
6. Mixed ground plane materials
7. Materials deteriorating

LEGEND

Students + Boarders
Parents | Co-curricular and evening activities

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2.3 BUILDING CIRCULATION, CONNECTIONS + ACCESS

Pedestrian Access

The current pedestrian movements across the stage one precinct 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.
2.5 EXISTING VEGETATION

**Predominant natives**
- Angophora costata
- Casuarina glauca
- Corymbia citriodora

**Predominant exotics**
- Pinus radiata
- Ficus microcarpa
- Liquidambar styraciflua

**Individual tree cover**

**Bushland fringe to Lane Cove River**

*Images of trees*
2.6 EXISTING FUNCTION / USE

01 Gathering spaces
02 Waiting spaces
03 Relaxation spaces
04 Undercover pedestrian circulation
05 Popular spaces
06 Outdoor classroom spaces
07 Recreation spaces
08 Traditional Spaces
09 View from grass
10 View from grass
2.7 LANDSCAPE CHARACTER ZONES

Character Zones
1. Outdoor courtyards accessible from classrooms
2. External node zones | meeting points
3. Interactive learning spaces
4. Recreation grounds
5. Viewing terraces across site
6. Interactive interfaces
7. Primary circulation
8. Drop off zones
9. Multi-purpose grounds
10. Gathering spaces
2.8 CONSTRAINTS + CONSIDERATIONS

Constraints + Considerations

1. Existing and significant vegetation to retain and emphasise site character

2. Heritage items

3. Universal access

4. Services

5. CPTED considerations

6. Conflict of movement between vehicles and pedestrians

7. Multi-use grounds | overflow parking
Opportunities

1. Improve functionality and finishes
2. Improve interfaces
3. Improve pedestrian flow
4. Improve significant entries
5. Improve pedestrian hierarchy
6. Enhance spaces for co-curricular events
7. Improve finishes
8. Improve views
3.1 MASTER PLAN 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.

The Strategic Plan vision seeks to:
// Promote excellence in Catholic and Jesuit education.
// Build on the strengths of the past to inform the present and create new futures that will enable students to experience growth and success.
// Form a personal and robust faith through action in the learning and service programs.
// Achieve quality teaching and learning in all aspects of school life.
// Engage and support students, parents and staff to promote and fulfil the mission of the College.
// Develop and review processes to encourage accountability of all members of the school community.

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 BRIEF

Following on from the PMDL Master Plan and study program the Landscape Master Plan Brief will be based around the same brief.

For reference this has been included from the PMDL 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, provide active and passive recreation spaces.

// 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.

// Existing room usage analysis has indicated that the College has enough timetabled spaces for general teaching and learning but has a shortfall of the non timetabled spaces to support the teaching and learning, pastoral care and the need to have flexibility with a variety of learning settings and space sizes. The College has operated on “fitting” things into what they have and this is further impaired by restricted and unfriendly circulation.

// Improve the operational issues and quality of space caused by the vehicle and pedestrian conflicts, especially when it comes to service and support circulation. The original “front door” of the College addressed the water but even in the 1950’s it was recognised that the College main address was by vehicle access. There is a need to provide a clear sense of the pedestrian precincts of the site whilst fulfilling the needs of vehicles including access, staff parking, service and deliveries, event and visitor parking.

// 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.

// The Masterplan must include the exploration of residential accommodation options, especially to assist in attracting and retaining high quality young staff in the inner city location. There may also be opportunities to accommodate site seniors / retirement living to add to the campus diversity and sense of place.

// 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.

// Existing room usage analysis has indicated that the College has enough timetabled spaces for general teaching and learning but has a shortfall of the non timetabled spaces to support the teaching and learning, pastoral care and the need to have flexibility with a variety of learning settings and space sizes. The College has operated on “fitting” things into what they have and this is further impaired by restricted and unfriendly circulation.

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3.3 MASTER PLAN LANDSCAPE PRINCIPLES

**IMPROVE ACCESS + CIRCULATION**
while enhancing spaces using site levels

**MANAGE WELLBEING**
of students, staff and visitors

**CREATE SENSE OF PLACE**
that celebrates the site attributes and reinforces unique character

**EFFECTIVELY RESPOND TO BUILT FORM**
both existing and proposed

**FACILITATE SOCIAL INTERACTION AND ENGAGEMENT**
and promote diversity and inclusion

**CREATE FLEXIBLE SPACES**
that can be adapted for future / alternative uses

**INSPIRE NEW WAYS OF LEARNING**
and facilitate innovative pedagogy

**UTILISE THE WHOLE SITE**
and create a lasting connection to the natural environment

**ACHIEVE ENVIRONMENTALLY SENSITIVE DESIGN TARGETS**
and minimise resource use / energy usage

**EXPOSE NATURAL PROCESSES**
and express systems for education and holistic learning
Jesuit Philosophy
The Jesuit Philosophy has been a part of Riverview since 1880 when the first boys were invited.

Pedagogy
The opportunity exists to challenge the parameters of what constitutes learning space within a school campus. The inherent site conditions lend themselves to environmental and integrated learning experiences including peripatetic expeditions.

Landscape Elements
The physical challenges on site must be addressed to ensure the master plan process is successful. This will include developing strategies for Water Sensitive Urban Design (WSUD), native vegetation, energy and water use etc.

Process
Within the broader master plan framework there are many opportunities to engage with the stakeholders and enrich the process. We intend to utilise the significant time frame to embed the master plan process with connections.
4.0 MASTER PLAN STRATEGIES
Many elements of the Jesuit Philosophy are principles that are integral to the way we all live our lives. They aim to encourage an attitude of openness to life’s questions, promote personal growth and develop an awareness of others and the world.

The challenge and opportunity for the landscape master plan is to embody the principles of the Jesuit Philosophy in physical form and provide a platform for students to engage in their Jesuit education.

Key words for embrace Ignatian Spirituality in the landscape approach:

- Immersion
- Expanding a world view
- Reflection
- Involvement

4.1 JESUIT PHILOSOPHY

CURA PERSONALIS

Cura Personalis – Care of the Individual

“Jesuit education insists on individual care and concern for each person” (The Characteristics of Jesuit Education)

The House structure and pastoral care system functions to provide this for the students.

THE CHARACTERISTICS OF JESUIT EDUCATION

- Seeks to demonstrate mastery of basic humanistic and scientific disciplines through careful and sustained study; and also a growing ability to reason reflectively, logically and critically
- Emphasises traditional humanistic studies (eg language, literature and history) essential for an understanding of the human person
- Includes careful and critical study of technology and the physical and social sciences
- Gives particular care to the development of the imaginative and creative dimensions of each student
- Includes opportunities, through curricular and co-curricular pursuits, for all students to come to an appreciation of literature, aesthetics, music and the fine arts
- Emphasises the ability to work collaboratively with others as part of a team
- Develops traditional skills in speaking and writing in the belief that the development of effective communication skills will always remain important for leaders
- Includes programs which enable students to understand and critically evaluate the influence of mass media
- Includes a well developed program of sports and physical education

(Sourced from St Ignatius College Website)
4.2 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 spaces’ 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. Refferty, 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.
4.3 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.
The master plan process presents an opportunity to engage the School to enrich the outcome. To develop not just a design but a way of designing that can involve the stakeholders and provide the following:

EDUCATION
Awareness of the process can create educational opportunities for the students. Similarly, teacher / staff involvement in the design can help to pass on information about pedagogy and the potential of the spaces to be provided for teaching and learning.

ENGAGEMENT
As we commonly undertake in other design processes the engagement with stakeholders is a way to help all parties are included in the process and have a voice when it comes to the outcomes. This feedback can be invaluable for passing on local knowledge and ensuring the best outcome.

OWNERSHIP
Engaging the students in all phases of design, development and construction may aid in creating a sense of ownership and will foster care in the years to come.

UNDERSTANDING
Sharing the findings of the masterplan helps the students, teachers and other staff critically review aspects of the school’s infrastructure and operations that can help understanding and realisation of issues that may have previously gone unnoticed.

LEGACY
This strong connection to the campus is a key principle in the master plan. For instance, trees planted by boys may grow and mature over the years, becoming a memorable part of the campus that connects them with the process of time.
5.0 MASTER PLAN
5.1 SITE LANDSCAPE MASTERPLAN

LEGEND

1. Existing and significant vegetation to retain and emphasise site character
2. Sandstone outcrop locations
3. Existing buildings
4. Proposed building extents
5. Existing Trees
6. Existing playing fields

SAINT IGNATIUS’ COLLEGE RIVERVIEW
LANDSCAPE MASTERPLAN

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6.0 DESIGN ELEMENTS
6.1 DESIGN ELEMENTS - MATERIALS

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.

DESCRIPTION

Like much of the Sydney Basin, sandstone is readily available within the site's 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.

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 banding colour. By creating these inlays in a contemporary way, the future directions of the school can be ‘Inspired by the past, Embracing the Future’.

PREPARED BY Arcadia Landscape Architecture

CLIENT St Ignatius College, Riverview

DATE Nov. 2015

ISSUE 2

SCALE

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6.2 DESIGN ELEMENTS - MATERIAL SELECTION

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
WASTE
REPURPOSE

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.
6.3 FURNITURE

DESCRIPTION

A range of custom seating elements are to be detailed to contribute to the college’s environmental atmosphere. With a combination of concrete, hardwood timber, sandstone and stainless steel will be utilised to provide a robust, durable and attractive setting.

Supplementary off the shelf products may be included through the site for a cost effective alternative to the custom, placemaking furniture items.

DESCRIPTION

In keeping with the integrity of the design and overall material palette, a suite of good quality, robust litter bins is essential to keep the college campus litter free. Located at strategic locations, they have the ability to disappear into the landscape whilst providing an essential function.

DESCRIPTION

Lighting is essential to the college campus as the grounds are used at all hours of the day. Whether it be by boarders walking to the refectory for dinner each night or a special function such as a debating tournament being hosted by the college. Lighting is need to guide pedestrians and vehicles through the site as well as create visual effects that highlight the college’s assets. There will be a suite of lighting that compliments the school’s landscape whilst providing the desired light for security and feature spotlighting to create a sense of place on the college campus.
6.4 PLANTING PALETTE

TREES

NATIVE VEGETATION

CULTURAL PLANTING

SAINT IGNATIUS’ COLLEGE RIVERVIEW
LANDSCAPE MASTERPLAN

PREPARED BY Arcadia Landscape Architecture
CLIENT St Ignatius College, Riverview
DATE Nov 2015
ISSUE 2
SCALE

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