Masterplan + Stage 1 Proposals

As much as you can do, so much dare to do
Brief

What will / should the Saint Ignatius’ College Riverview teaching and learning look and feel like?

Overview

The Masterplan Study process has included an extensive physical investigation of the site, facilities and operations together with expansive consultation with user groups. From this research and analysis the key needs of the campus Masterplan have been identified as:

- 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 placed 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.
### The big issues

<table>
<thead>
<tr>
<th>The big issues</th>
<th>It’s all about the boys</th>
<th>Improve access + circulation</th>
<th>Improve safety + security</th>
<th>Reinforce a sense of place</th>
<th>Improve site service + deliveries</th>
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<tbody>
<tr>
<td>Reflect the spirituality &amp; philosophy in the physical</td>
<td>staff, students, visitors, vehicles, service</td>
<td>maintain openness, improve observation</td>
<td>active, reflective, group, retreat, learning, social</td>
<td>safe, secure, efficient, rational, clear</td>
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<tr>
<th>The big issues</th>
<th>Celebrate the provenance</th>
<th>Deal with the site level changes</th>
<th>Improve parking - daily + event</th>
<th>Optimise all existing facilities</th>
<th>Get the best use of the entire site</th>
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<tr>
<td>Multiple stories, multiple histories</td>
<td>engage and utilise to advantage</td>
<td>staff, visitors, service</td>
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<tr>
<th>The big issues</th>
<th>Clarify sustainability + stewardship</th>
<th>Clarify “front doors”</th>
<th>Celebrate the learning + activities</th>
<th>Create flexible and responsive learning spaces</th>
<th>Connect the indoors + outdoors</th>
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<td>Visible, proactive, engaging</td>
<td>entry, houses, faculties, boarding, precincts</td>
<td>visible, accessible, desirable</td>
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<th>The big issues</th>
<th>Expand co-curricular opportunities</th>
<th>Support the house structure</th>
<th>Regis campus - tbc</th>
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<tbody>
<tr>
<td>Site, facilities</td>
<td>the faculty + house model</td>
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<td>Model the various scenarios: as is, K-6, + streams, other</td>
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### The big picture

In addition to the core assumptions the “big issues” have been identified, forming the basis of the high level concept response to the site planning and organisation.
Although the campus is a large land area there is a significant portion that is restricted or unsuitable for development due to topography, environmental or heritage considerations as indicated. Site falls vary across the campus but can be in excess of 30 metres and this has impacted previous developments and circulation.

The College is situated in a predominantly residential area and is a significant heritage site in the Lane Cove area.

Buildings that are situated on the ridge line benefit from the cooling north east breezes but similarly are impacted by southerly storms.

The site features an “open” feel rather than a “gated community” which is a key part of the Ignatian ethos.
The College’s primary access was originally from the water but the main address is now by road from the north.

The site is divided by a main vehicle circulation loop road which restricts movement and the full utilisation of the campus. This also creates a major safety issue especially related to service and pedestrian movement.

There is a variety of parking distributed around the site in both formal and informal arrangement. Key College community events and sporting matches attract a significant number of vehicles which are generally accommodated on site, but have detrimental affects.

Service points are also distributed around the campus providing a lack of clarity and control on deliveries and waste removal.
Pedestrian circulation largely follows the vehicular circulation in many areas of the campus. Access is restricted by level changes and the main loop road.

Given the history of development on the campus there are a number of key pinch points that severely impact student and staff circulation.

Similarly, site service conflicts with some of the pedestrian circulation given the location of some facilities.

The site features a “porous” boundary to Riverview Street, inviting a wide diversity of pedestrian access points. The Regis campus is open to surrounding neighbors which creates some conflict in duty of care for the junior students.
Concept

The concept approach is to develop identifiable activity precincts linked by clear and simple circulation, forming strong pedestrian “streets”, whilst supporting managed site service.

The reduction of the main vehicular loop road to the northern end of the campus provides opportunities for the learning spaces to connect to the extended campus areas, significantly improving safety and amenity.

The creation of the “communal hub” provides the opportunity to rationalise site service, catering, functions, maintenance, set down and pick up, parking and associated activities.

The creation of the boarding precinct enhances the home and school division whilst reflecting the residential character of the area.
Along the pedestrian “streets” the creation of activity nodes and identities provides the opportunity to develop social foci around the house and faculty organisation of the College.

Rather than corridors, the ambition is to develop broad links that are active and celebrate the learning, pastoral, spiritual and social philosophy of the College. Instead of hiding the learning, users and uses, providing opportunities for exhibition, display and celebration.
Organisational philosophy - nodes

The concept looks to develop a series of nodes located along the main multi level circulation "streets" providing clear House and Faculty identities. Importantly the planning must anticipate the future and changes that will require responses.

Distribution of the sixteen Houses and the fourteen Faculties through a series of multi level nodes reduces congestion, provides opportunities for identity and collaboration, improves circulation and creates a strong sense of place.
Build on the existing circulation pattern to provide multi level access paths around the campus, reducing pinch points and providing options.

 Expand the existing Therry Building to mimic the footprint of the existing Vaughan / Library wing.

 Reinvent Wallace to create a contemporary learning environment.

 Expand the existing food and retail offer on the western side of the main quad.

 Consolidate service, parking and catering facilities combined with new function and support spaces.

 Expand the learning across the road to the east.

 Create a boarding village.

 Exploit opportunities to create new recreation space and links between indoors and outdoors.
Existing campus
Staging potential

Based on the Concept Response the site can be divided into a series of precincts that can be developed in more detail to provide a more confident look towards the future.

From the meetings with the Masterplan Committee, Plant and Fabric Committee and the College Board the most important area to be further investigated is the 1. Learning precinct.

It is considered that this should be the focus of initial more detailed planning and the initial stages should concentrate on improving the teaching and learning facilities for the Senior campus.

Regis Campus is subject to further study.

The key areas to be investigated in more detail include:

- Expansion of the Therry building to yield greater flexibility in the provision of learning spaces together with establishment of the additional house accommodation.
- Extending the concept of the nodes located along the main circulation “street”.
- Main building precinct study including optimising use of the heritage building.
- Reinvention of the Wallace wing and improvement to circulation.
- Replacement of the existing Admin building and enhancement of connections with the Main Building & other facilities.
- Investigation of the rework of the existing first field and surrounding areas.
Senior School Staging

Stage 1
- Additions to Therry
- Refurbishment of exist Therry
- Science refurbishment stage 1.

Stage 2A
- Reinvention & refurbishment of Wallace
- New stairs and circulation

Stage 2B
- New retail and F&B hub

Stage 3
- Refurbishment of Main Building
- New stairs and compliance upgrade
- Relocation of Administration and staff
- Removal of additions to St Michaels

Stage 4A
- Minor refurbishment of Vaughan levels 2 & 3
- Science refurbishment stage 2

Stage 4B
- New stairs and circulation
- TBC
Indicative expanded Therry footprint Level 2
OVERALL VIEW (NE)
OPTION 2 SECTION 01
Community Engagement Strategy

• Masterplan study commenced in June 2014 and has consulted widely with key stakeholders of the College Community including the College Council, Jesuit Schools Commission and Old Boys.

• College met with Lane Cove Council (22/6/15 – General Manager, Executive Manager – Environmental Services, Acting Manager Development Assessment). Council’s initial advice was to ensure that the College engages with surrounding residents and give consideration to traffic and parking issues, and to propose a range of mitigation measures.

• A SEARs requirement is to engage with both Council and Community Groups and local residents.

• A letter box drop was undertaken (14 September 2015) providing invitation to residents to proposed Community Information Session (24 September 2015) to be held at College.

• A report collating all feedback received from stakeholder meetings and Community Information Session will be submitted with final Environmental Impact Statement (EIS).
Next Steps

- Consultant team is responding to SEARs and undertaking supporting studies and finalisation of Concept Plan and Stage 1 Development Approval.
- An EIS is being prepared to draw together all consultant reports, and propose potential mitigation measures.
- We will give due consideration of stakeholder and community feedback.
- Anticipated lodgement of EIS is end of October 2015.
Planning Approvals Pathway

- Classified as a State Significant Development under Part 4 of the Environmental Planning & Assessment Act 1979 as it includes development for an Educational Establishment with a Capital Investment Value (CIV) of greater than $30m.
- Requests for SEARs were submitted June 2015 and SEARs requirements were received from Secretary on 14 August 2015.
- Consultant team is currently reviewing and responding to SEARs requirements.
- Subsequent development applications will be made to Lane Cove Council post Masterplan and Stage 1 approval.
- All subsequent DAs will be in accordance with any approved Masterplan.