

## 4.0 Site Strategies

The Concept Report prepared by Perumal Pedavoli in 19 February, 2016 identified an indicative concept envelope for the site following evaluation of a range of options.

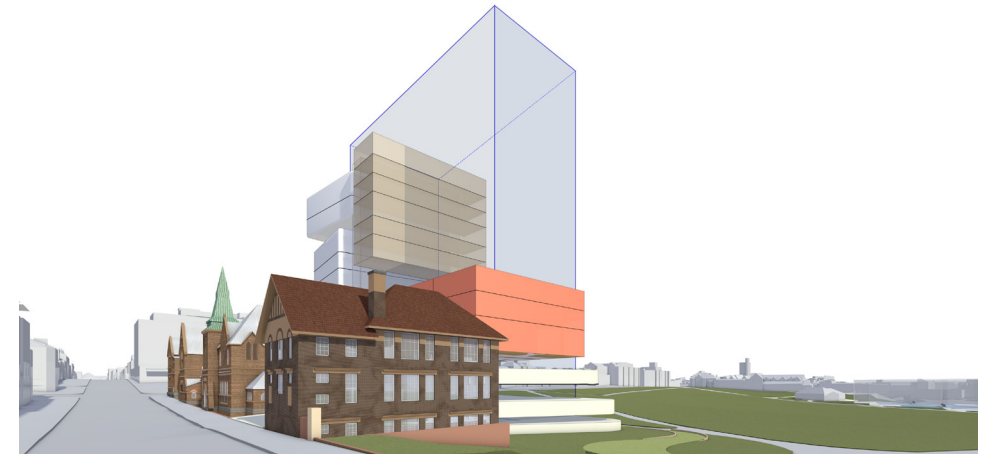
The aim of the concept envelope was to provide an envelope which:

- optimised the use of a limited site area
- provided an interface and shared community opportunities with the streetscape and Prince Alfred Park
- provided integration with the existing heritage buildings and significant trees
- meets projected demand for growth in student enrolment requirements in the proposed

- catchment area over the short to medium term
- adaptively reuses a significant education facility resulting in a lower capital investment cost than a new build and
- increases the utilisation of an existing Department of Education asset.

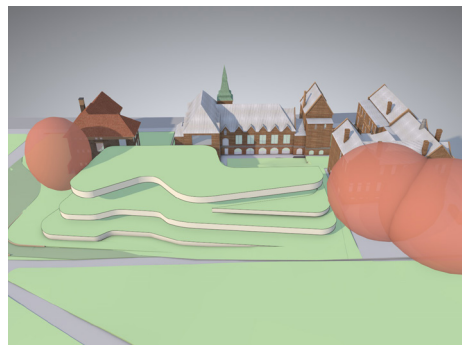
In general, the proposed new building concept envelope was identified at approximately 65m in height (approximately 14 storeys plus plant) from Chalmers Street with a total Gross Floor Area (new and existing floorspace) at around 12,000m<sup>2</sup>.

During the Design Excellence Phase and following a detailed analysis of the site by fjmt and the project team, a series of Site Strategies were proposed which reassessed the concept design envelope. These strategies have taken into account the surrounding urban context, the existing heritage fabric and the site's proximity to Prince Alfred Park, overshadowing and view loss/sharing and the proposed educational model.



### Topography

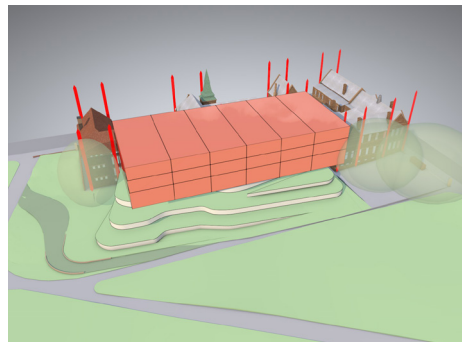
The site is characterised by the park to the north and the west and the previous Cleveland Street High School Campus to the east and the south. The boundary to the park is proposed to be blurred through the introduction of a series of *Landscaped Terraces* which are formed out of the topography of the landscape. The organic forms of the *Landscaped Terraces* weave into the heart of the school.



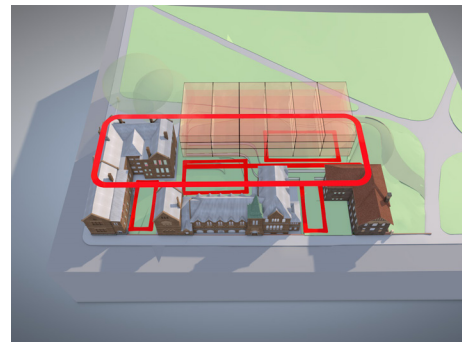
*Landscaped Terraces* blur the boundary between campus and park

### Village Campus

A new large, 3 storey form, named the *Studio* "hovers" above the *Landscaped Terraces* and is articulated with similar proportions to the heritage fabric. The lower linear podium form provides a backdrop to the dominant gothic revival gable edges of the heritage fabric, maintaining the strength of the streetscape and provides a new container for flexible learning. This new form completes the character of the *Village Campus* integrating the old with the new.



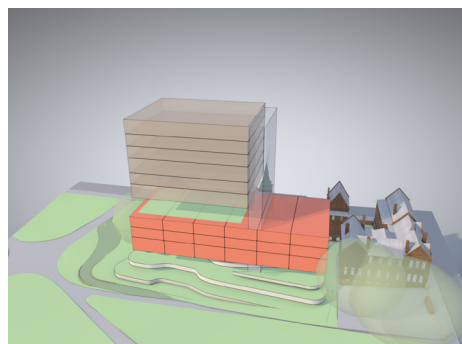
The articulation and the proportions of the heritage buildings are referenced in the new *Studio* form.



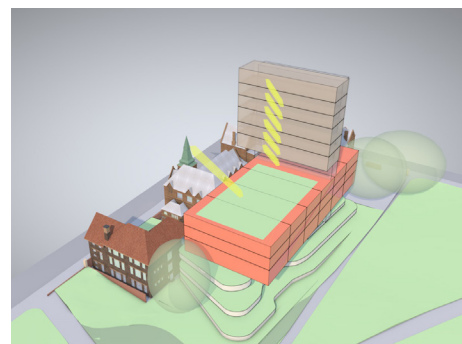
The new forms are integrated with the heritage forms to create a new campus.

### The Verandah

In order to create more breathing space to the park and against the heritage fabric, a higher tower form is proposed to the south of the site. This provides the opportunity for a rooftop games court area and opens up the site across to the park. A balance between the forms of the heritage buildings and the new *Studio* forming the new *Village Campus* and the tower volume is created with the mass of the site most appropriately located towards the high volumes on the south/western corner of Cleveland Street.

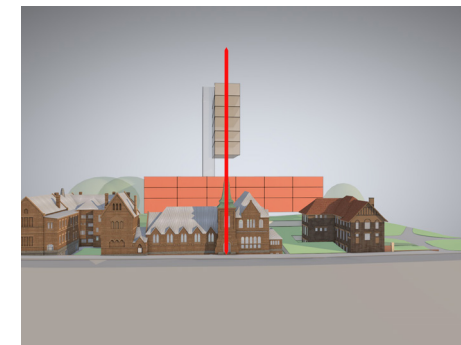


The initial envelope as proposed in the Concept Report has been developed as part of the Design Excellence process enabling an opening up of the higher forms to provide increased access to sky and daylight from both within the campus and external to the site.



### Scale and Arrival

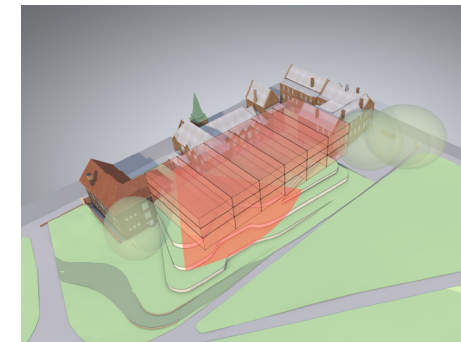
The detailed scale of the *Studio* and the *Verandah* correspond to the scale of the heritage fabric. The *Verandah* element is placed on axis to the previous school entrance. Symbolically, looking towards the future, the new campus entrance is related to the park and the site's topography. The previous entrance to the existing school was accessed immediately off Chalmers Street, whereas the new entrance is inset providing a new forecourt for gathering prior to entry with views across the *Landscaped Terraces* to the park beyond.



The verticality of the *Verandah* element related to the heritage spire.



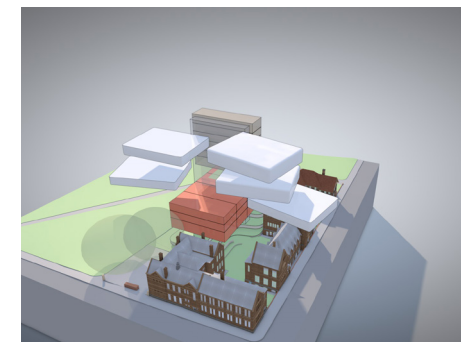
A new forecourt is provided from Chalmers Street signifying a new entrance.



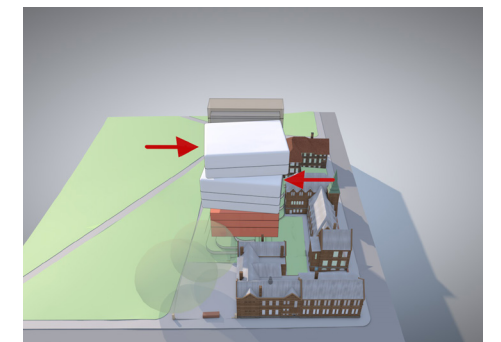
Views across the *Landscaped Terraces* to the park beyond are available upon entry into the campus.

### The Learning Hubs

To reduce the impact of the mass of the tower form when viewed from both Cleveland and Chalmers Street, the Learning Hubs, which are placed to the south of the site, extend beyond the concept envelope to provide a greater open area to the north. The *Hub* form is split into two and each form is rotated to create an interest and tension and an elevated play deck. The lower form rotates away from the heritage buildings and the upper form rotates towards the inner city.



The new elevated *Learning Hubs* form a dynamic response to the tower, each rotated form responding to the site outlook.

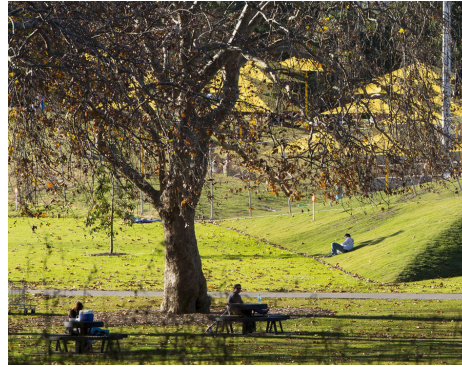




## 5.0 Design Principles

### Site, Place and Landscape ▪ The Village Campus

The site is at the edge of the park, a vital breathing space for the density of the surrounding urban fabric. The topography of the park weaves through the new campus, integrating new with old and grounding the campus to the memory of the land - the marshlands of Blackwattle Creek and the campsites of the Gadigal people. A strong sense of place gives meaning and connection for the community. The inner city kids are proud of their roots. The connection to nature for new outdoor learning environments is important, enhanced through an investigation of biophilic design.



### Inspiration and Creativity ▪ Character and Form

A building that is inspired and inspiring to be within, a place of creativity and invention. An environment and form that responds to not only the surrounding urban fabric and the landscape but also the inherent energy and dynamism of the activities and movement of learning. The importance of embodying the culture of the school in the architecture, the exterior and interior spaces, social spaces, informal places of learning and exchange are integral to the success of the campus. The school will project a strong and visible commitment to learning excellence and remaining at the forefront of pedagogical innovation. It will be shaped as an icon for inclusive learning excellence in the community and its physical presence will reflect this. The architecture will not alienate the existing community. It will herald innovation with a respectful consideration of the existing facilities and community context. While the design will acknowledge the sense of fun and joy associated with learning, it will also be clear that student learning is taken seriously. The physical environment will instill a sense of pride in students and their families.



### Urban Design and Heritage ▪ Layering and Authenticity

The form of the new buildings respond directly to the urban scale of the site with the new buildings relationships to the heritage fabric carefully considered. The heritage fabric is as important as the new and both should work seamlessly together to form a unified whole. The new building form has been articulated into parts. Each part relates to the adjacent dominant existing conditions on the site - the lower levels, the park; the mid level - a neutral backdrop to the finely crafted neo gothic facades; the Verandah and the Learning Hubs - dynamic new forms rising about the solidity of the campus base. The cultural and physical history of the site and the community provides authenticity. A respect and interpretation will assist to create a strong sense of place for the new campus and will achieve a memorable environment and an identity for the school. Our approach is to understand and work with the surrounding landscape and urban fabric to create a new contemporary place for learning.



### Community

Schools play an important role in the local social infrastructure and it is vital that a culture of welcome and belonging is created which reflects and respects the diversity of the school community. There should be an inclusive and clear approach to access and engagement with the community which is interwoven with the architectural form of the proposal. The physical boundary of the school is visually blurred through the cascading landscape terraces removing the stigma of an institution and inviting the public to interact with the activities of the school. The physical definition between public and private spaces is clearly defined, however the layered landscaped terraces of the lower levels provide a sense of connection.



### Sensory Experiences ▪ Materiality ▪ Art Integration

A full engagement with all senses provides an heightened experience and a deeper engagement with the students' environment. It is important that the selection of finishes and materials are appropriate and considers environmental sustainability, maintenance, cost and durability but also facilitates inquiry and interest. Stimulation through texture, light and shade and air movement - a connection with nature. Opportunities for self expression and art integration offer a sense of student ownership, presence and voice via highly visible customisable elements, performance, gallery and display spaces. Elements of the development will be designed to facilitate post-occupancy student influence and to maximise student input.

### Flexibility

Secondary learning environments are the launching pads for tertiary and workplace learning. They must provide settings where students can apply and evaluate their skills and understandings as they prepare for a future of lifelong learning. The secondary environment is one of mutual respect and flexibility that also provides ongoing support for learners as they take their first tentative steps into adulthood. Students seek greater control of their environment and will choose their preferred learning settings or reconfigure furniture, or access resources at will.

### Sustainability

The Inner Sydney High School presents the opportunity to establish a new sustainable educational building typology. Passive design principles will be supported by sustainable practices in services design, structural design and material selection. Inner city students are very aware of their impact on the environment. The natural world is important to them. It is also proven that sustainable environments with adequate light, air, views and acoustic amenity improve the learning experience.

### Inclusion, Safety and Security ▪ A human scale

Built spaces and experiences that are of an appropriate scale, inclusive, supportive and comfortable, not hard and institutional, but inspiring and sometimes surprising and thought provoking - promoting inquiry and curiosity. The lines between home, school and work will become blurred. Students will access learning resources and tools in the cloud, undertake vocational training in addition to school work, balance part-time jobs with learning and in some cases, manage children of their own. It is important to remove as many barriers to inclusion as possible by shaping the school campus as a home away from home. Access to services, the support of personal devices, extended hours of access and comfortable social settings will all help to ensure students remain supported and engaged. Safety and security are important and are addressed through a clear hierarchy of public to private - entrances are clearly defined and visible. Institutionalised barriers are removed at building edge which becomes the boundary - visual connectivity, the classic urban principle of "eyes of the street", provides passive surveillance both within the campus and to the outside.

### Organisation and vertical connections

Seamless connectivity and strong interrelationships between levels are key to the movement of students around the campus. The grouping of related Learning Communities is important. The lower levels are accessed via stairs which are conceived as "journeys" through the campus. The upper tower levels are accessed via a combination of lifts and stairs. The lifts access "destination" levels and students then locally circulate via stairs either within voids inserted into each connected Learning Community or using the Verandah stairs. All circulation stairs are used as fire egress stairs with doors on hold open. Circulation provides clear wayfinding across the campus and facilitates chance encounter, informal interaction and knowledge exchange.



# 6.0 Design Concepts

## Place and Learning : Our Story of Past and Vision for Future

This is a unique site and place that inspires an exciting new vision for future learning, layered and built on our past and our history.

### Campside Stories

This pre-european campsite of the Gadigal peoples began as a place of fresh water and fishing. It is this gentle transformation of the natural landscape and parkland that gives character and inspiration to the lower ground level terraces and gardens that extend the park, in organic form, into the heart of the school.

### Tree and the Verandah

Interconnecting this unique story of place is the concept of the spine or tree that grows and links. It is the essential form of the school creating a gathering space under the shade of the tree's canopy to share knowledge. Inspired by the wonderfully unique Australian Verandah, the concept of a new type of verandah in the new school takes the form of a central spine, open circulation and gathering space to foster interaction and learning.

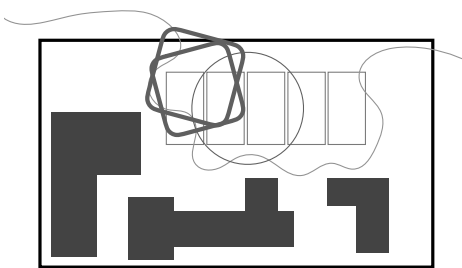
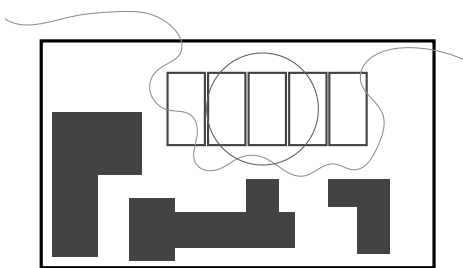
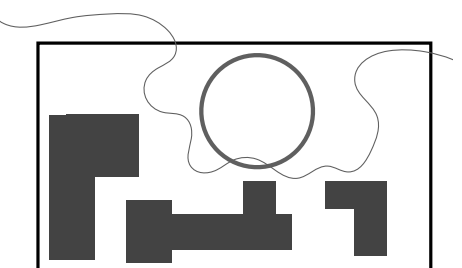
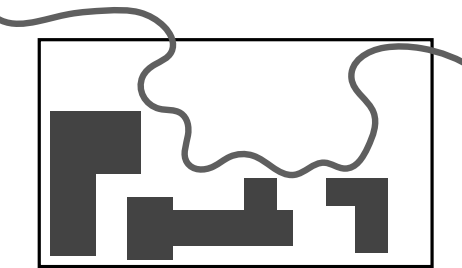
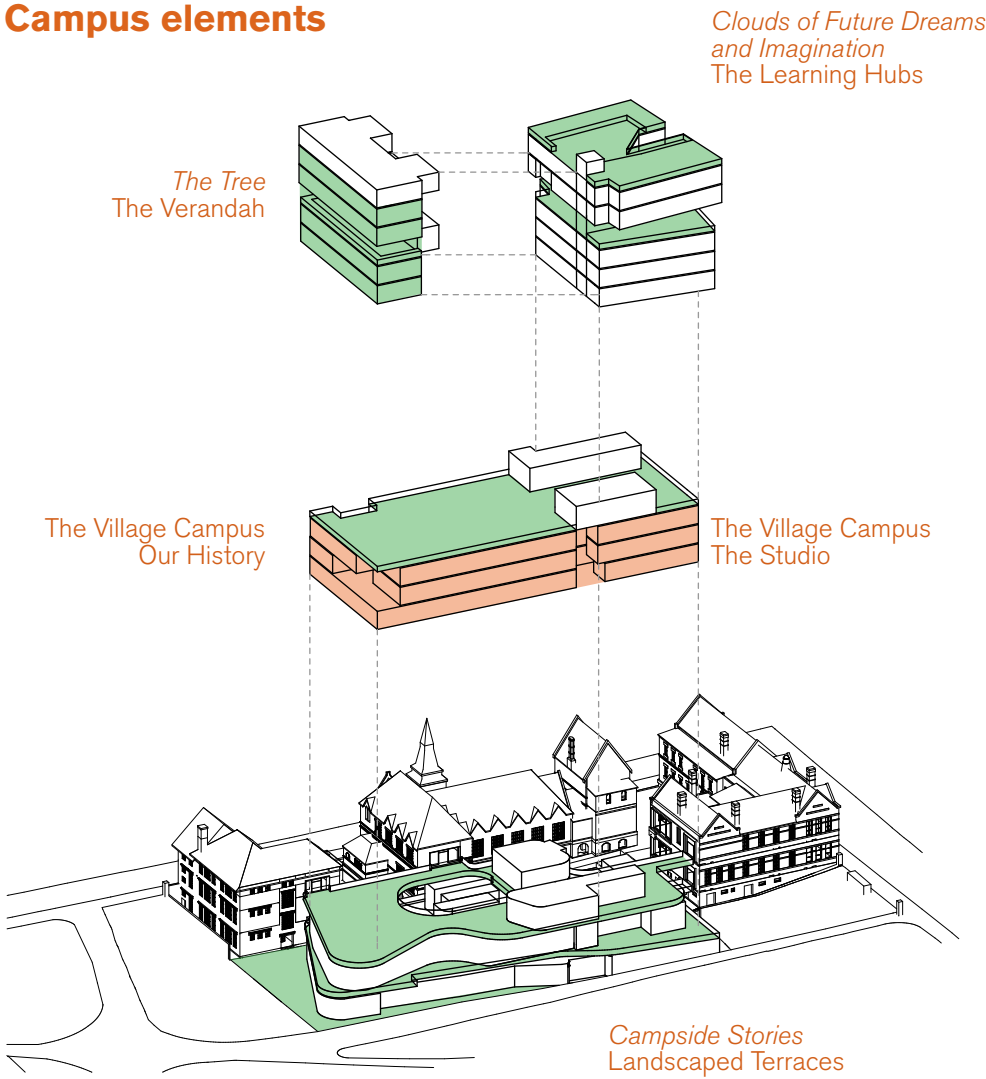
### Village Campus

The great turn of the century brick and stone buildings of the Cleveland Public School provide the human scale and village character of the campus. This concept of community is also given form in the new campus environment that alleviating the traditional forms with openness and access, while embracing the human scale and continuity of community.

### Clouds of Future Dreams and Imagination

Floating free and above this layered history and campus spaces are the progressive and flexible volumes for the imagination. Open enabled spaces of collaboration and learning, loose in orientation and fit, offering abundant natural light and views to the horizon. These spaces, interconnected via the tree/verandah spine, represent an open inclusive vision for the future.

## Campus elements



## 7.0 Built Form and Urban Design

### Site Opportunities + Constraints

The campus of the Inner Sydney High School is located at the gateway of Surry Hills and Redfern, positioned on the corner of one of the inner city's major arterial east/west roads and is closely associated with the green lungs of Prince Alfred Park and the vibrant transport hub of Central Station - a truly urban site.

The proposal seeks to connect the new campus to the public realm of the park and the station. Visually connecting the open space of the park with the lower Landscaped Terraces of the Student and Community Hub - the major student gathering space of the school.

The architectural character of the "Studio" sits in harmony with the heritage fabric of the existing school buildings, whilst the elevated Learning Hubs and the Verandah look out over the city and the suburbs to the south.

The response to the site addresses major constraints such as acoustics and heritage fabric to create a new type of learning environment.

### Height

The overall height of the campus is 56.5m above the general level of the Prince Alfred Park interface, reduced in height from the original concept proposal of 65m. The highest point is the "Verandah" element, expressed as a slender finely grained volume, which corresponds to the steeple of the heritage building to the east.

The campus has been deliberately expressed as a series of volumes of differing heights responding to the heritage character of the site and to reducing the overall impact. The tower form is appropriately located to the south/west corner of the site responding to the larger scale on the south/western corner of Cleveland Street.

The change of level from Chalmers Street to Prince Alfred Park has been developed as an opportunity to present a series of layered ground planes. An integrated basement level minimises the overall height of the campus.

### Density, bulk and scale

The new Inner Sydney High School will increase the density on the site to an FSR of approximately 3.02:1. In order to reduce the perceived density and bulk of the new buildings, the proposal has developed a "campus" style approach, with a variety of forms, scales and materiality.

In order to understand the scale of the campus, it is important that a connection to the park is maintained. This has been achieved by the lifting of the "Studio" to allow views through from the east to the west.

The scale of the heritage buildings is reflected in the articulation of the "Studio" facade, which acts as a quiet and respectful backdrop.

A series of connected landscaped experiences have been developed both adjacent to the heritage buildings and within the volumes of the "Landscape Terraces" and the "Learning Hubs". These provide a sense of connection and an intimate scale to each specific part of the campus.

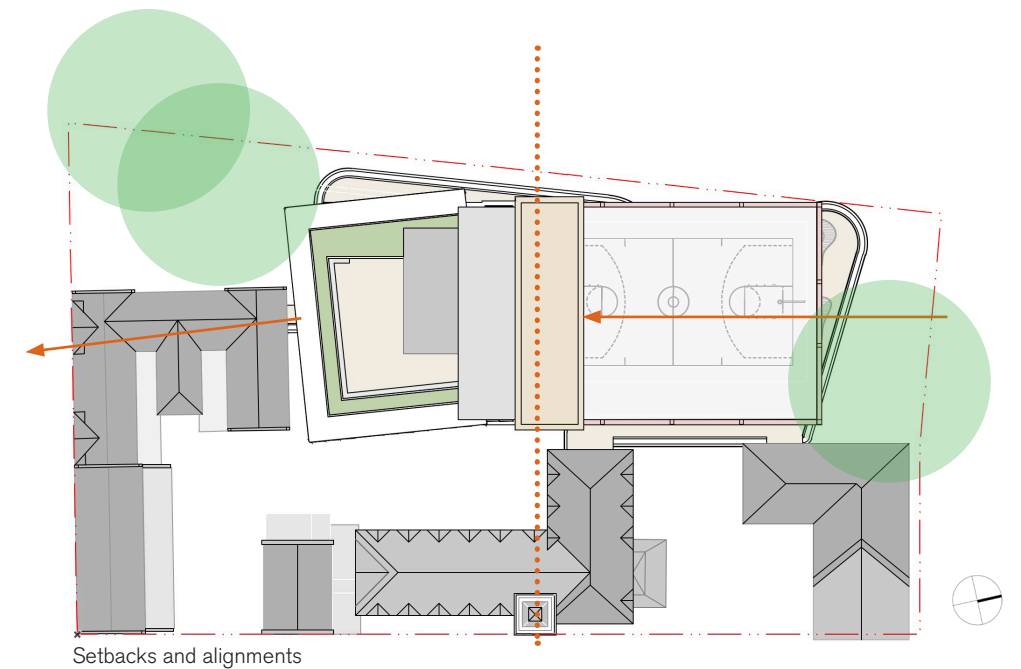
### Setbacks

The new buildings are set back from the heritage buildings, so that the consistent view of the streetscape is preserved. The main bulk of the new buildings is pushed to the south/west of the site, to create increased access to sky and view from the apartment buildings on the opposite side of Chalmers Street.

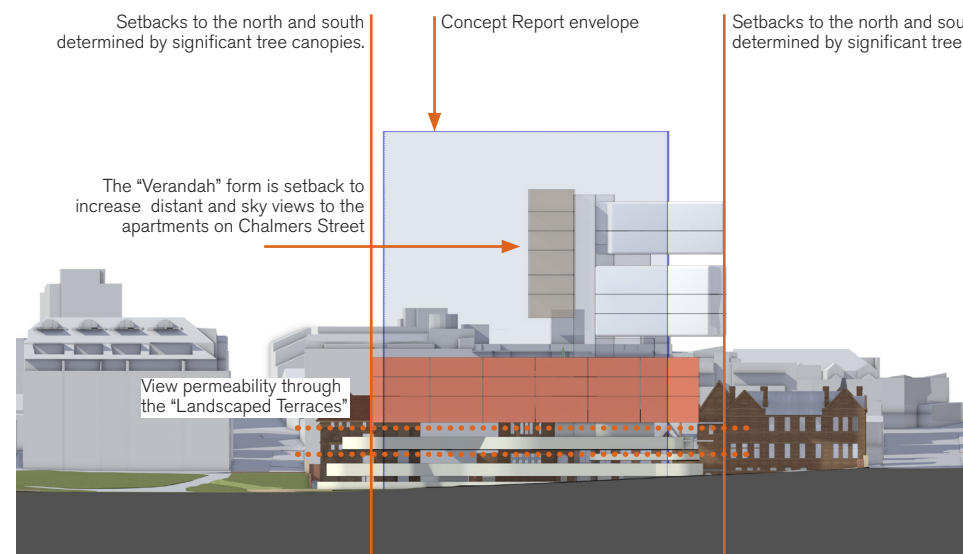
The podium element is set back from the north providing an opportunity for a "blurring" of the boundary between the campus and the park, whilst forming the security line for the site.

The podium element is aligned with the boundary to the west, inset at parkside to again create a connection between the campus and the park.

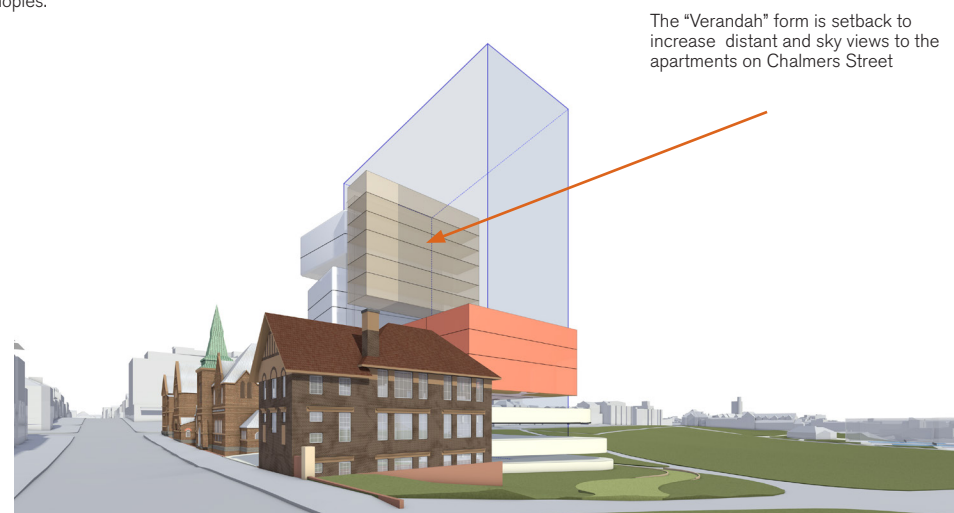
A number of significant trees are retained and these determine the setbacks of the new forms to the north and the south.



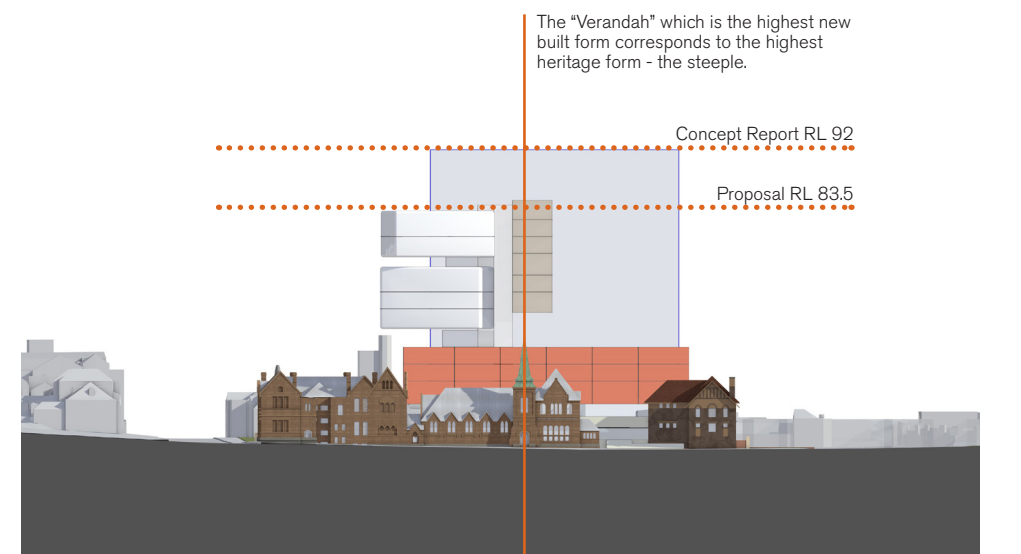
Setbacks and alignments



View from Prince Alfred Park show massing located to the south/west of the site.



View from the north show massing located to the south/west of the site and the opportunity for a "blurred" relationship to the park.



View from Chalmers Street, emphasizing the heritage streetscape.