

Pacific Highway Campus - View of Northern and Eastern Faces of Building P1+P2



Facade & Materiality

Centennial Avenue - Bush Campus



Bush Campus Materials

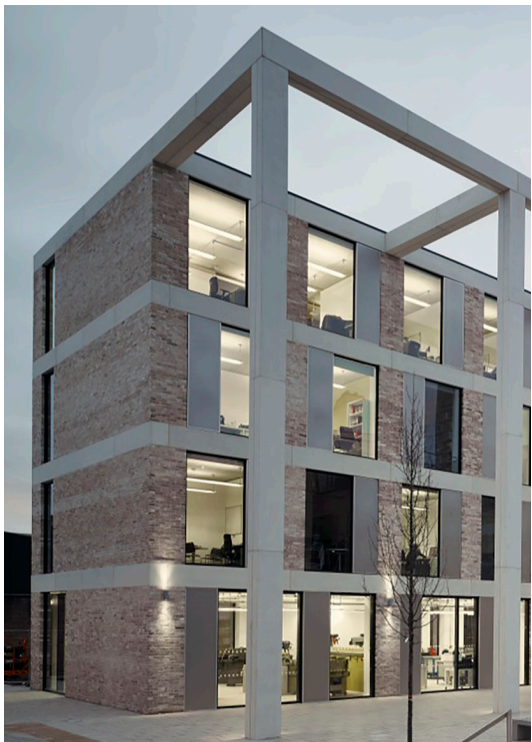
The following selection are chosen as the base building elements for new buildings across both City and Bush campuses. The materials will be used as a response to the unique constraints and opportunities each site has to offer while keeping a clear project identity.

Concrete
Framing device used by most new buildings

Brick
Facades and solid elements used for new buildings

Glass
Glazing element

Steel
Material chosen for screening elements including ballustrades, fencing and wiring used for climbing plants.



Concrete

CF01 - Concrete



Brick

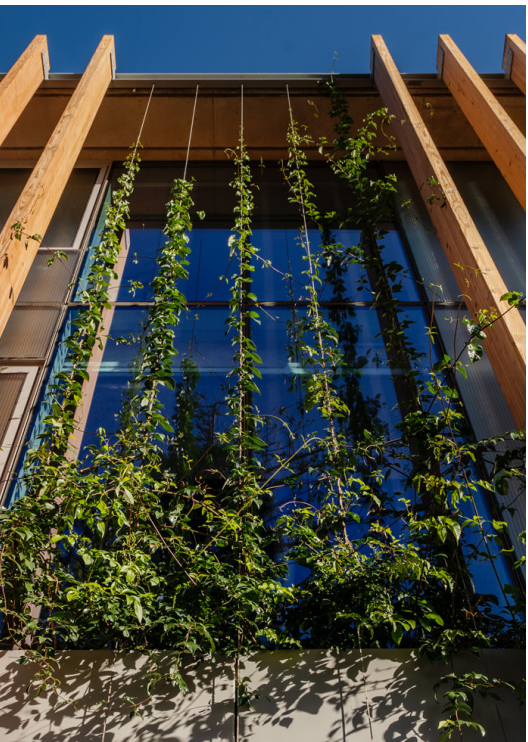
BR01 - Common Brickwork

BR02 - Feature Brickwork



Glass

WT01 - External Glazing System



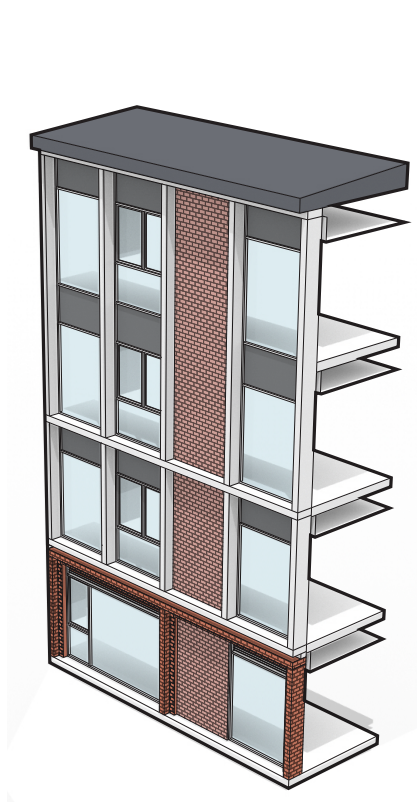
Steel & Aluminium

AM11 - Steel Mesh Screening

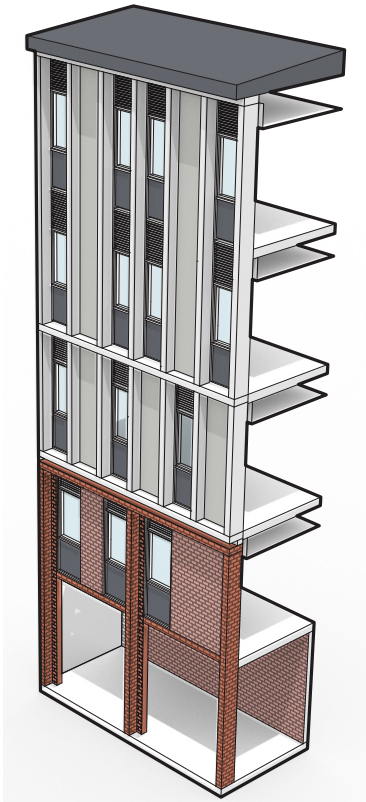
CD01 - External Metal Cladding



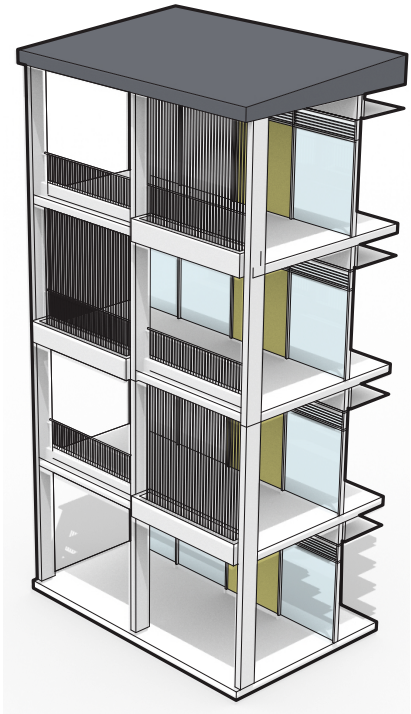
Centennial Avenue - ESD Principles



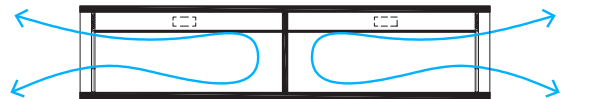
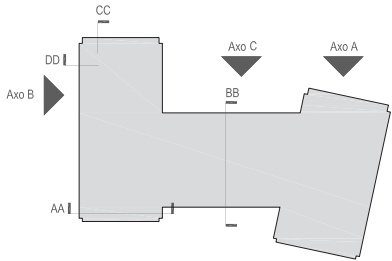
Axo A



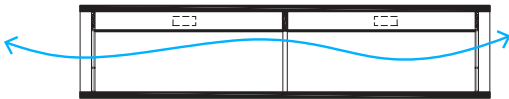
Axo B



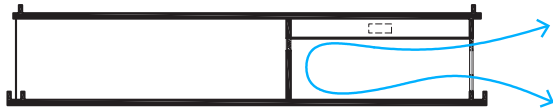
Axo C



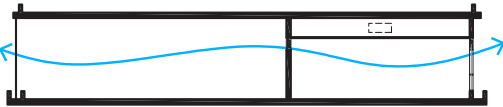
Cell Mode - Section AA



Open Mode - Section AA



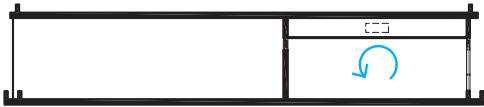
Cell Mode - Section BB



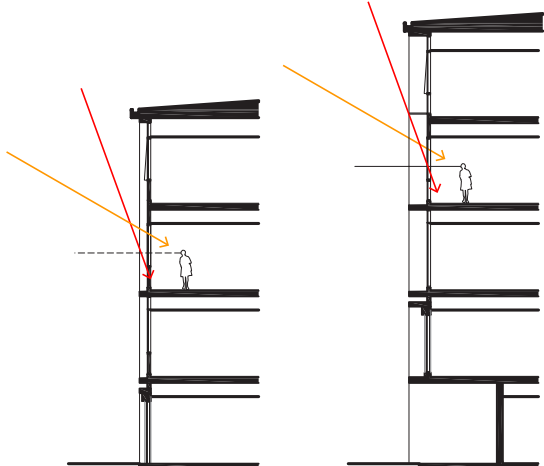
Open Mode - Section BB



Cell Mode - Section AA



Cell Mode - Section BB



Section CC

Section DD

Facade & Materiality



Centennial Avenue - Facade Concept

Articulated Concrete Facades (East + West Facades) ●

Modular pattern, articulated concrete facade

Framed view between buildings

Reduce harsh sunlight ●

Open Breezeways (North + South Facades)

External circulation & spaces for outdoor connectivity.

Links views from teaching buildings to outdoor spaces within the school

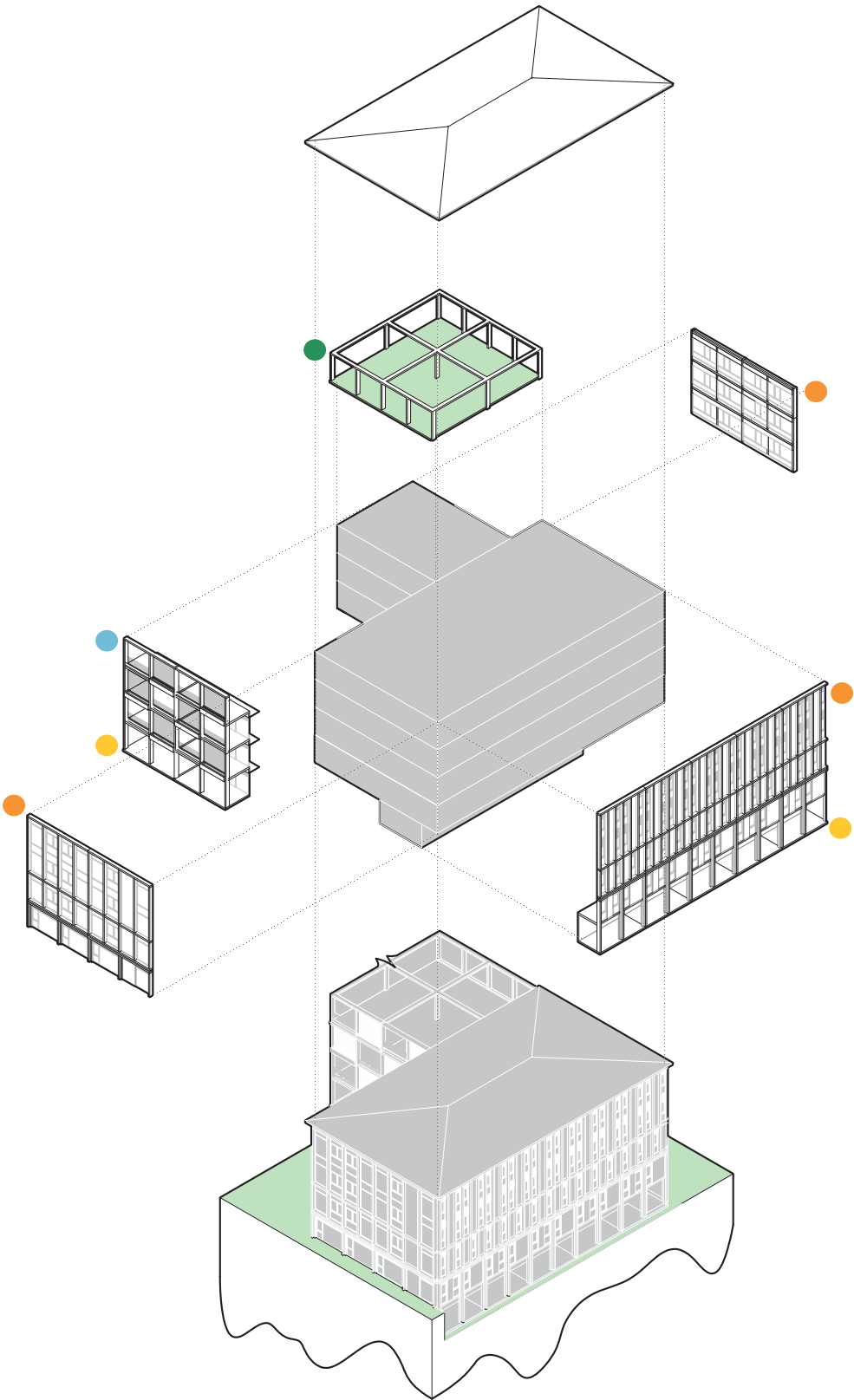
Provides external shading from direct sunlight.

Collonades ●

Provides shade and undercover space on the ground plane

‘Outdoor Terraces’ ●

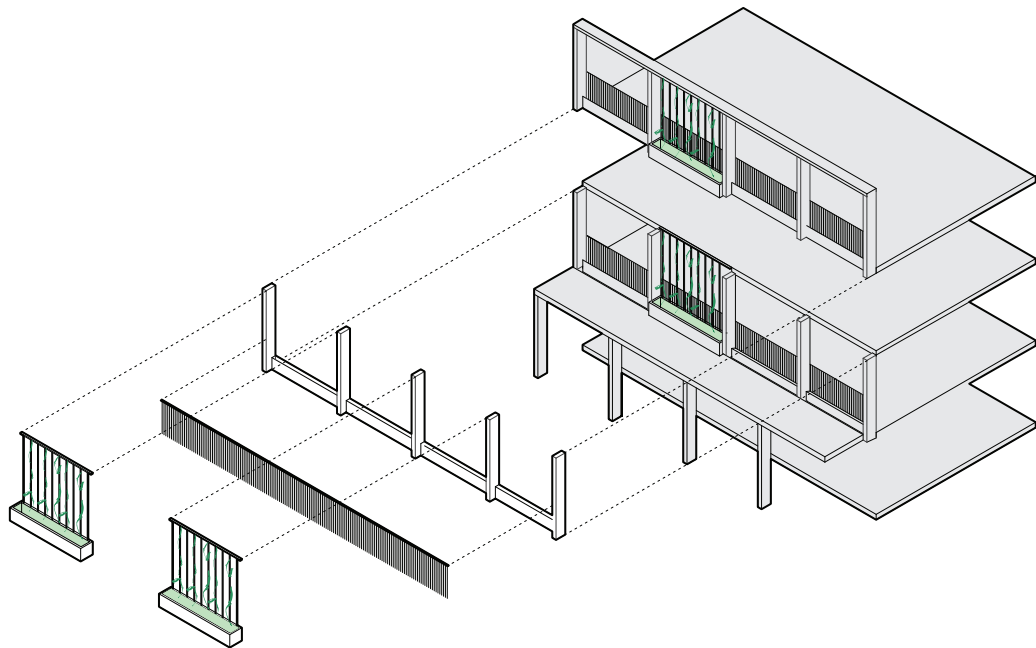
Distributes open Green spaces through the vertical buildings.



Facade & Materiality



East West Facade Concept



The North and South Facads are highly glazed to increase the opportunity for passive sunlighting into the building.

The kit of part includes:

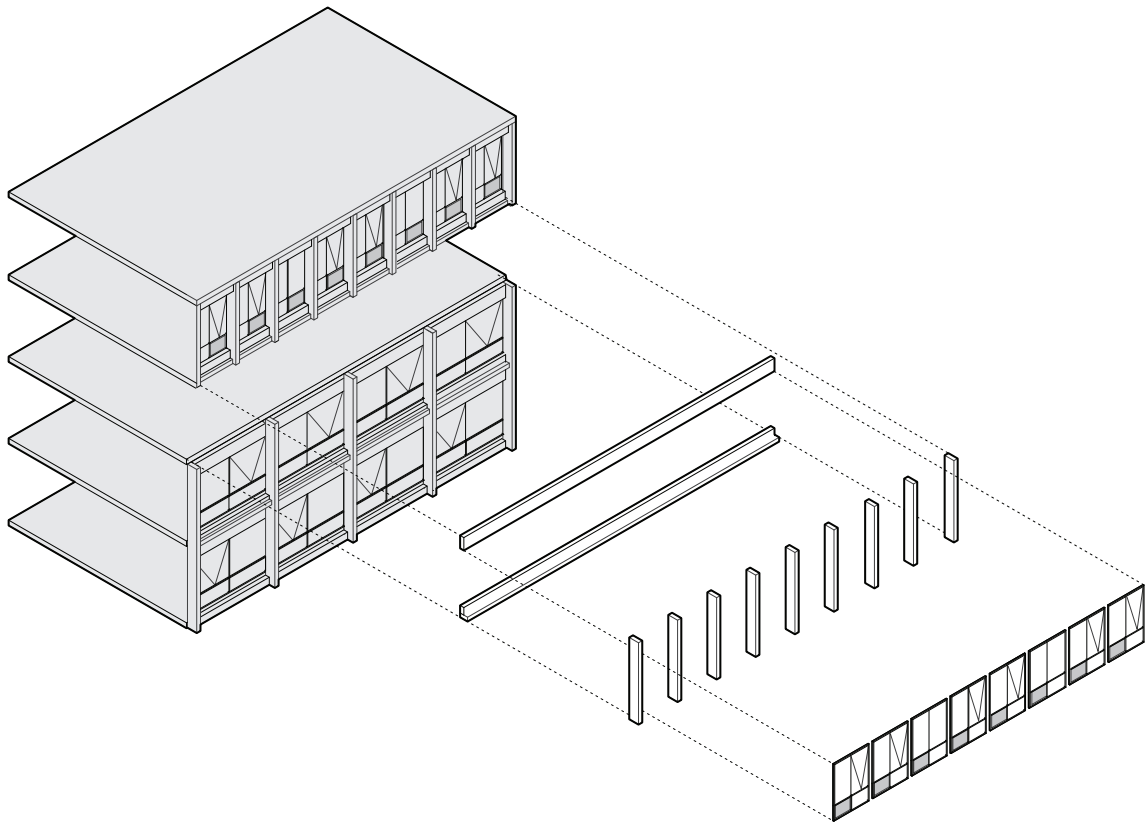
Glazing Elements

Concrete

An articulated and solid edge with narrow glazing elements to control direct sunlight.

Green Cutouts

Provides opportunities for outdoor connections throughout a vertical building. A sense of privacy and enclosure is achieved through a screening device.



The East & West Facades provides a solid flank framing the building volume.

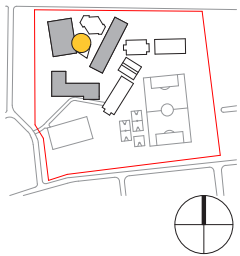
The kit of part includes:

Concrete & Brick

Articulated Brick 'pop-outs' to provide a playful rythm to the East & West Facades

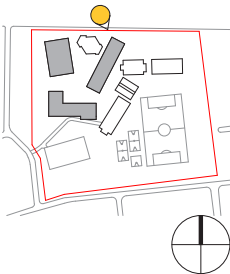
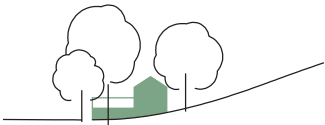
Spandrel

Shading element to for sun control



Centennial Avenue Campus - View towards Building Q and Building S





Centennial Avenue Campus - North-Western View of Building Q



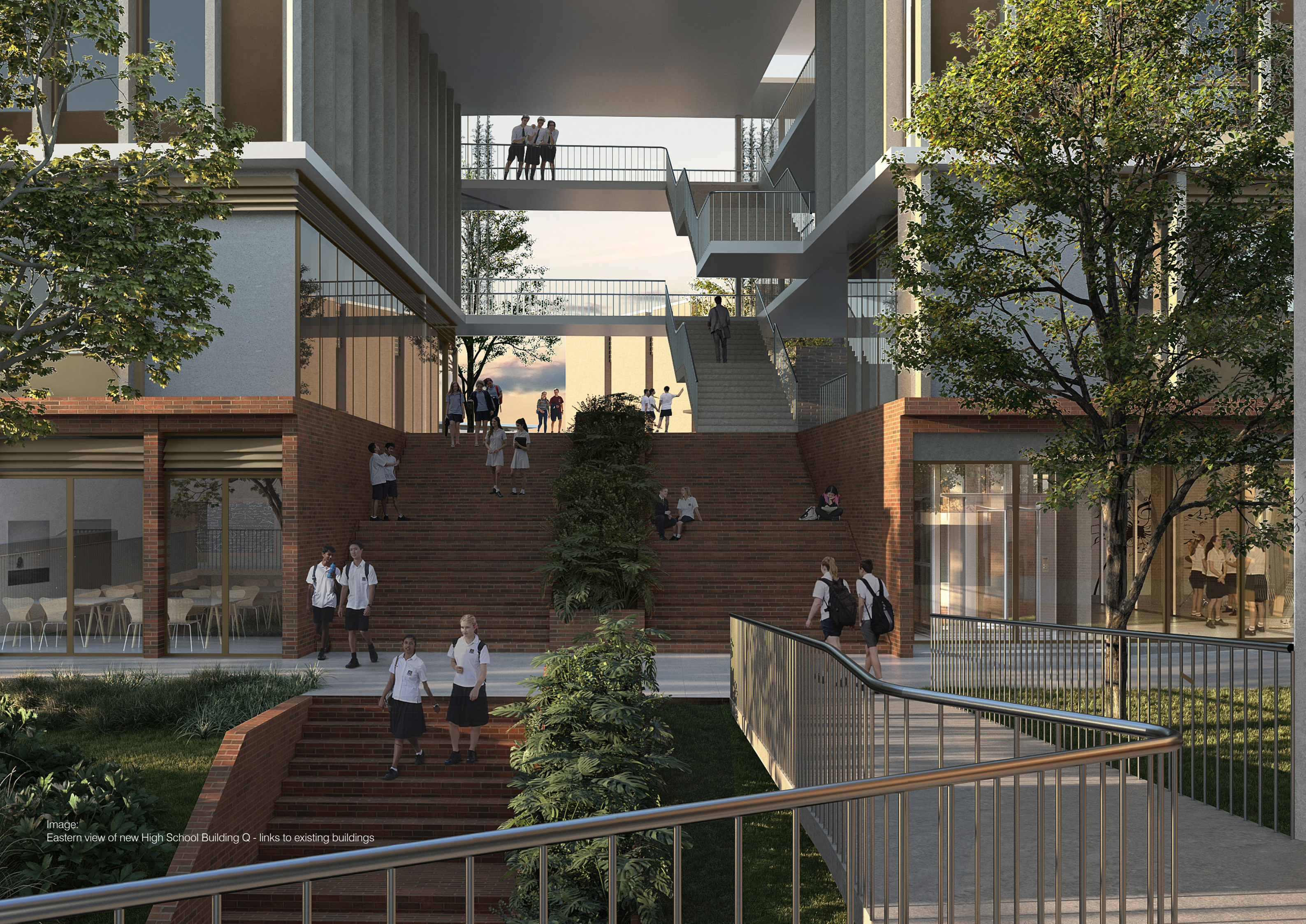


Image:
Eastern view of new High School Building Q - links to existing buildings

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Response to Education SEPP

Education SEPP Design Quality Principles

1

Context, built form and landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage

The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate

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

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

2

Sustainable, efficient and durable

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

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

3

Accessible and inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities

(Note: Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space)

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

4

Health and safety

Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.

5

Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood

Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants

Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

6

Whole of life, flexible and adaptive

School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning

Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.

7





Aesthetics

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements

Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood

The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.

Analysis of Concept Design Against SEPP Design Quality Principles

Education SEPP Design Quality Principles		
	Key Issues	Comments
	1. Context, built form and landscape	<ul style="list-style-type: none">– Distinct character for both sites responds well to context and landscape– Heritage context on Pacific Highway is interpreted well with use of the Lovers for new development. The Centennial Avenue scheme takes full advantage of the bush setting by maximising tree retention and use of topography for siting of built form.
	2. Sustainable, efficient and durable	<ul style="list-style-type: none">– Both site maximise existing tree retention.– A variety of sustainable practices are put in place as part of the building and landscape design.– Buildings materials are selected for durability and longevity.– Mixed mode mechanical systems allow for natural ventilation opportunities.
	3. Accessible and Inclusive	<ul style="list-style-type: none">– Site circulation strategy provides accessible connection both internally and externally across both sites– Equity is provided and accessibility improved– Diverse range of teaching space within the buildings and landscape enable better educational outcomes and connections between peers and teachers.
	4. Health and Safety	<ul style="list-style-type: none">– Secure lines around & through campus located appropriately for Schools operations & safety.– Optimal site lines on site and internal layouts for supervision.
	5. Amenity	<ul style="list-style-type: none">– Diverse range of teaching space within the buildings and landscape enable better educational outcomes and connections between peers and teachers.– Community program provided through publically-accessible facilities– District views capitalised on and direct access to outdoors enhanced.
	6. Whole of life, flexible and adaptive	<ul style="list-style-type: none">– Adaptable and future-focused learning environments provided as part of the educational model– Robust building materials selected
	7. Aesthetics	<ul style="list-style-type: none">– Design explores a distinct character and materiality for both campuses, that ties in with the existing built fabric on site and responds to the urban character and unique topography of each site.

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