5. Amenity III

Design Solutions

h) Through the masterplanning process the required outdoor play ground space to accommodate the existing and projected student population was calculated allowing approximately 8,000sqm of free & active play space and an additional 650sqm of passive play space.

i) Where both functionally & physically possible, built form and specific learning areas have been located away from main roads to minimise distraction and provide ideal acoustic levels for teaching. Additionally, all learning neighbourhooods and new works are fitout with acoustic ceiling and wall treatments.

j) Existing palisade fencing along the street frontage has been maintained and broken up with additional soft landscaping to soften noise transfer at the boundary. Where built form is located in proximity (15m) of the boundary, the built form and solid wall placement has been designed to reflect and displace noise away from primary learning environments.
6. Whole of Life, Flexible and Adaptive I

Lake Cathie Public School Schematic Design has considered the future needs of the school and local community by masterplanning and spatial organisation to sustainability principles in order to extend the life-cycle of the school in its current planning but also in 20 years time. SHAC have emphasized the following principles throughout all phases of design to ensure the school is flexible, resilient and adaptable to meet future learning and environmental requirements:

a) Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches and the integration of new technologies

b) Be based on a masterplan of the school site that includes the testing of options for future potential growth

c) Take a whole-of-lifecycle approach when considering cost and consider wider public benefits over time

d) Provide capacity for multiple uses, flexibility and change of use over time

e) Respond to the findings of a site appraisal including in-ground conditions, contamination, flora and fauna, flooding, drainage and erosion, noise and traffic generation

f) Understand the potential impacts of future local projected growth

g) Design learning spaces to cater for a range of learning styles and group sizes

h) Consider providing areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings, and reflective / quiet spaces.
6. Whole of Life, Flexible and Adaptive II

Design Solutions

a) All learning neighbourhoods include practical activity areas, and a flexible shared learning common which can be used for presentations, team teaching, variable group learning, and withdrawal.

b) Neighbourhoods are designed to be able to be extended from the central learning common. An additional building was also included in the masterplan.

c) The existing C.O.L.A is to be relocated the repurposed as a fully enclosed sports hall orientated towards the proposed sports fields to create a significant community asset. The proposal also refurbishes the existing hall to create a new learning hub that invites the public into the school.

d) The shared learning common is flexible, and able to accommodate various modes of teaching. Each learning space is fitted with modular, flexible and dynamic furniture providing opportunities for educational staff to customise spaces to suit all teaching and learning styles.

e) The proposed development rationalises the KPO, VMZ and APZ to create an integrated ecologically significant buffer to Ocean Drive. This provides an opportunity to incorporate learning into these sensitive zones with the creation of meaningful learning opportunities.

f) In order to future proof the masterplan, the design required consideration for increased circulation including wider pathways, covered walkways to and between the buildings and new way finding elements.

g) The learning common and its connectivity to the GPLAs provides opportunities of the provision of different learning environments and group sizes, however in order to maximise the building’s flexibility and adaptability the different environments are to be achieved through loose furniture.

h) Each neighbourhood includes a practical activities area and C.O.L.A for projects; a GPLAs and learning commons for collaboration, group learning, presentations, displays, student breakout and reflection; and withdrawal spaces for teaching meetings.
7. Aesthetics

SHAC have emphasized materiality and overall built form throughout all phases of design to ensure the school integrates with the public, encourages learning from design to meet future learning and environmental requirements. Lake Cathie Public School Masterplan has implemented the following aesthetic principles in order to provide an engaging and contextual environments to achieve design excellence:

a) Reflect a commitment to and investment in design excellence
b) Create engaging and attractive environments
c) Achieve a purposeful composition of materials and elements through a rigorous design process
d) Provide an engaging environment for pedestrians visually and materially along public street frontages
e) Seek opportunities to enhance public facing areas with landscaping and ensure landscape and building design are integrated
f) Integrate service elements with the building design
g) Balance internal spatial requirements with an external mass and scale that responds to its environment
h) Avoid long stretches of security fencing to public facing areas through arrangement of building edges, landscaping, gates and other openings
i) Look for opportunities to include public art.