

An aerial architectural rendering of a school campus. The main building is a long, white, rectangular structure with a flat roof and large windows. It is flanked by two curved, glass-enclosed staircases. In front of the building is a green lawn with several trees. To the left of the main building is a smaller, white, rectangular building with a flat roof. To the right is a larger, white, rectangular building with a flat roof. The campus is surrounded by a grey paved area and a green lawn. The background shows other buildings and trees.

Upgrades to Kogarah Public School

Architectural Design Report for Review of Environmental Factors

For NSW Department of Education

Document Quality Control

Project: Upgrades to Kogarah Public School
Client: NSW Department of Education
Project No: 7068KO01

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NOTES:

Quality Assurance

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Revision History

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Fulton Trotter Architects acknowledge the **Bidjigal** people as the traditional custodians of the land upon which the **Kogarah Public School** stands. We recognise their continuing connection to land, waters and culture and pay our respects to their Elders past, present and emerging.

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1 Introduction

This Architectural Design Report has been prepared to support a Review of Environmental Factors (REF) for the NSW Department of Education (DoE) for Kogarah Public School upgrade (the activity).

The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as “development permitted without consent” on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37 of the T&I SEPP.

This document has been prepared in accordance with the *Guidelines for Division 5.1 assessments* (the Guidelines) by the Department of Planning, Housing and Infrastructure (DPHI) as well as the *Addendum Division 5.1 guidelines for schools*. The purpose of this report is to:

- outline a response to State Environmental Planning Policy (Transport and Infrastructure) 2021, Schedule 8 Design Quality Principles in Schools (Chapter 3) and the Design Guide for Schools, Education SEPP Design Quality Principles
- consider visual impact
- note approach to Connecting with Country
- complement architectural drawings as part of the submission

Project Name:	Upgrades to Kogarah Public School
Proponent:	The NSW Department of Education (DoE) is the proponent and determining authority pursuant to Section 5.1 of the Environmental Planning and Assessment Act 1979 (EP&A Act).
Landowner:	The Minister for Education and Early Learning

2 Site Analysis / Description

Kogarah Public School is located at 24B Gladstone Street, Kogarah and contains a site area of 1.644ha per Detail Survey. The school is accommodated within the following allotments:

- Lots 1-3 DP 999122;
- Lot 1 DP 179779;
- Lot 1 DP 667959;
- Lot 2 DP 175247; and
- Lot A DP 391026.

The site is irregular in shape with existing vehicular access and the car park provided from Gladstone Street along the south western boundary. Pedestrian access is provided from Gladstone Street and Princes Highway. The site accommodates eight (8) permanent buildings and number of modular school buildings with play areas largely confined to the centre and north eastern portions of the site.

Development surrounding the site includes:

- North: Residential flat building at 71 Regent Street, retail tenancies orientated to Princes Highway (39-43 Princes Highway) and a smaller residential flat building at No 41 Princes Highway;
- East: Princes Highway and further to a mix of commercial and mid-rise residential development;
- South: St Paul's Church complex comprising St Paul's Childcare Centre, St Paul's Anglican Church and a residential flat building located at 24-30 Gladstone Street; and
- West: A mix of single dwelling and residential flat building development with Regent Street beyond.

The site is zoned SP2 Educational Establishment in accordance with Georges River Local Environmental Plan 2021 (GRLEP).

An aerial image of the site is provided in Figure 1.



Figure 1: Aerial image of the site (Nearmap, 2024)

3 Proposed Activity Description

The proposed Kogarah Public School upgrade works include the following:

- Demolition of existing playground facilities and Covered Outdoor Learning Area (COLA) in addition to footings and services associated with former demountable buildings;
- Tree removal;
- Construction of a new three storey Classroom building and attached amenities facilities;
- Construction of a single storey Hall with attached Covered Outdoor Learning Area;
- New pedestrian pathway connections providing access throughout the site;
- Service upgrades; and
- Site landscaping works.

Any works relating to the existing demountables will be undertaken via a separate planning pathway.

An extract of the proposed Site Plan is provided at Figure 2.

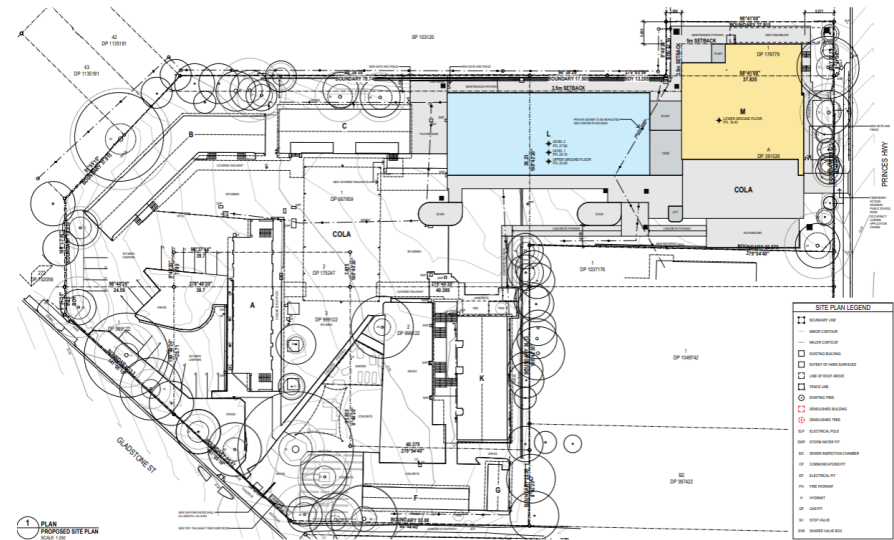


Figure 2: Extract of proposed Site Plan (Fulton Trotter, 2024)

4 Consultation

Fulton Trotter Architects have been engaged through weekly design consultation meetings, which include the town planner and other specialist consultants. Additionally, Fulton Trotter has been engaged through weekly PMG meetings which includes SI NSW planning team.

The project team has consulted with the relevant agencies and authority stakeholders to inform the proposed Kogarah Public School upgrade project.



Figure 3: Artists Impression – View from South-East (Source: Fulton Trotter Architects)

5 Design Statement

Design Process Undertaken

- Master Plan Validation
 - o Fulton Trotter Architects were engaged by the NSW Department of Education to design the redevelopment of Kogarah Public School.
 - o This process includes identifying key issues identified in the Masterplan Feasibility Report by NBRS and the due diligence reports prepared by various consultants and initial site inspection findings.
 - o The preferred architectural masterplan option was presented to the school, SINSW technical stakeholders and the Project Control Group as well as the Transport Working Group.
- Concept Design
 - o Fulton Trotter Architects and the design team continued to develop the endorsed planning option. This phase looked further into the EFSG requirements and functional relationships of the proposed schedule of accommodation.
 - o The final Concept Design Report was presented to the school, SINSW technical stakeholders, the Project Reference Group and the Project Control Group.
- Schematic Design
 - o The endorsed Concept Design has been further developed in conjunction with the design team to show a high-level strategy on how the project will be built
 - o The final Schematic Design was presented to the SINSW for the purpose of exploring a tender package.

Key Design Considerations

- State Environmental Planning Policy (Transport and Infrastructure) 2021 'Design Quality Principles' and 'Design Guide'.
- Educational Facilities Standards and Guidelines (EFSG) SINSW
- Asset Management Unit (AMU) SINSW existing works and upgrades.
- Maximising outdoor space per student across the site under tight conditions.
- Educational Rational (SINSW engage the school to focus on desirable outcome in the design to compliment the schools pedagogical approach and broader community engagement objectives)
- Privacy and onlooking concerns in relation to neighbouring apartment buildings.
- Consideration of Non-Indigenous Cultural Heritage – both archaeological and the neighbouring Church building adjacent.
- Maintaining the Tree Protection Zones for the existing trees adjacent to the proposed buildings where possible.



Figure 4: Onlooking from neighbouring apartments (Source: Fulton Trotter Architects)

6 Response to State Environmental Planning Policy (Transport and Infrastructure) 2021 and Design Guide for Schools.

Schedule 8 Design Quality Principles in Schools (Chapter 3)

The following is a summary of the responses to the Design Quality Principles in Schools requirements in the State Environmental Planning Policy (Transport and Infrastructure) 2021 as well as the Design Quality Principles outlined in the Design for Schools Guide.

Principle 1 – Responsive to context

Schools should be designed to respond to and enhance the positive qualities of their surroundings.

In designing built forms and landscapes, consideration should be given to a Country- centred approach and respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change.

Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the streetscape and neighbouring sites.

The proposed development seeks to address this principle as follows:

- New buildings are setback from the street to maintain existing canopy trees along the Princes Hwy.
- The building steps down the site to meet existing ground levels for accessibility, while minimising the extent of cut and fill.
- North facing long elevation for maximum climate control.
- The roof line of the Hall building which faces the Princes Hwy has been considered in relation to scale of the neighbouring heritage Church Building. The three storey Classroom building is set further back into the site adjacent to the multistorey apartment building.
- Indigenous plant species are being introduced in the new landscaped areas.
- The colour scheme of the proposed building is inspired by the existing school colours which are chosen to reflect the natural context of wetlands.
- The project presents an opportunity to connect further with the local indigenous community through the introduction of an art opportunity.

Principle 2— Sustainable, efficient and resilient

Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country.

Schools should be designed to be durable and resilient in an evolving climate.

Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste.

The proposed development seeks to address this principle as follows:

- Collection of roof water for re-use as well as water efficient fittings
- Landscaping - use of indigenous species.
- Regular column grid and open floor plates for maximum flexibility of layout in the future.
- Robust, low maintenance materials, consideration of resilience and adaptation to climate change impacts.
- Energy Efficient building systems with on-site renewable energy.
- Stormwater management and Water Sensitive Urban Design.
- Design to 5-Star Green Star Building v1 certification.

Principle 3— Accessible and inclusive

School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities.

Schools should be designed to respond to the needs of children of different ages and developmental stages, foster a sense of belonging and seek to reflect the cultural diversity of the student body and community.

Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours.

The proposed development seeks to address this principle as follows:

- Part of design to provide safe and equitable access across the whole site from Gladstone Rd through to the new Classroom and Hall buildings.
- Provision of alternative means of access to the Hall via a lift that addresses the half floor step down in the building and an access compliant walkway through the landscaping.
- Welcoming entrance from Princes Hwy for access to the New Hall building which may be used for School events and possible after hours access for Community.

Principle 4— Healthy and safe

Good school design should support wellbeing by creating healthy internal and external environments.

The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment.

In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school.

The proposed development seeks to address this principle as follows:

- Part of design to provide safe and equitable access across the whole site from Gladstone Rd through to the new Classroom and Hall buildings.
- Building has high visibility outwards, but privacy looking in.
- New fencing to be installed to separate students from maintenance areas and to improve supervision.

Principle 5— Functional and comfortable

Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities.

In designing schools, consideration should be given to the amenity of adjacent development, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy.

Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.

The proposed development seeks to address this principle as follows:

- Variety of learning and teaching spaces offering different levels of openness or insularity.
- Operable walls to increase flexibility of uses and spaces.
- Designated storage areas to minimise clutter.
- Clear circulation paths.
- Due to its orientation and proximity to the adjacent apartment building to the north, the building receives limited direct sunlight during the winter months. Despite this, the design prioritises privacy while maximising natural light in areas where onlooking and overshadowing are concerns. The incorporation of translucent louvres on the northern façade not only meets Greenstar daylighting requirements but also enhances privacy between the classrooms and the neighbouring apartments.
- Natural as well as mechanical ventilation.

Principle 6— Flexible and adaptable

In designing schools, consideration should be given to future needs and take a long-term approach that is informed by site-wide strategic and spatial planning.

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

Schools should be adaptable to evolving teaching methods, future growth and changes in climate, and should minimise the environmental impact of the school across its life cycle.

The proposed development seeks to address this principle as follows:

- Regular column grid and open floor plates- maximum flexibly.
- Rational circulation.
- Consolidation of services and wet areas.
- Long life, loose fit.
- Variety of learning and teaching spaces offering different levels of openness or insularity.
- Operable walls to increase flexibility of uses and spaces.
- Robust, low maintenance materials.
- The materials themselves are the final finish- no need for painting.
- Natural as well as mechanical ventilation.

Principle 7— Visual appeal

School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements.

Schools should be designed to respond to and have a positive impact on streetscape amenity and the quality and character of the neighbourhood.

The identity and street presence of schools should respond to the existing or desired future character of their locations.

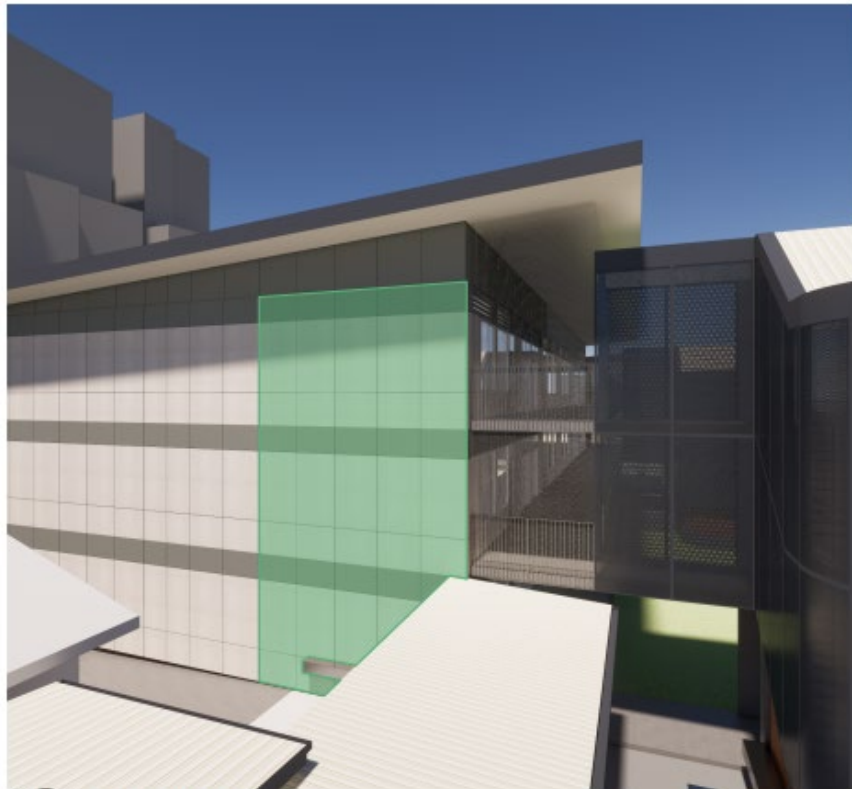
The design of schools should reflect the school's civic role and community significance.

The proposed development seeks to address this principle as follows:

- Keeping to the scale of neighbouring buildings on the school site.
- The colour scheme of the proposed building is inspired by the existing school colours which are chosen to reflect the natural context of wetlands.
- The perceived bulk of the building from the street elevation is broken down by stepping back part of the building, further enhanced by a change of material.
- The proposed building will have well-articulated elevations comprising a simple unobtrusive contemporary aesthetic and will sit comfortably in the streetscape.

Indigenous Artwork

The project will include indigenous artwork opportunities to internal and external areas of the building and landscape that continue existing indigenous programs at the school.



3 PERSPECTIVE
LOCATION 3 - ARTWORK EXAMPLE

Visual Impact Assessment

In addition to the items discussed above related to SEPP Transport and Infrastructure 2021, a summary of visual impact is as follows:

- The proposed Hall building located at the Princes Hwy frontage of the site is of a similar height and bulk as the adjacent Heritage Church.
- Tall thin windows to the Hall are designed to reflect the rhythm of the neighbouring church building.

Attached to this report are artist impression perspectives that indicate a realistic representation of the proposed building in the proposed setting on the site.



Figure 6: Artists Impression – View from Eastern Elevation (Source: Fulton Trotter Architects)

7 Evaluation of Environmental Impacts

An evaluation of the environmental impact related to SEPP Transport and Infrastructure 2021 is concluded as follows:

1. The extent and nature of potential impacts are low and will not have significant impact on the locality, community and/or the environment.
2. Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment.



*Figure 7: Artists Impression – Aerial View from South Eastern Corner
(Source: Fulton Trotter Architects)*