



Upgrades to Dundas Public School

Architectural Design Report for Review of Environmental Factors

For NSW Department of Education

Document Quality Control

Project: Upgrades to Dundas Public School
Client: NSW Department of Education
Project No: 7068DU01

This document has been prepared by:
Fulton Trotter Architects Pty Ltd trading as
Fulton Trotter Architects

ABN: 57 677 264 550
NOTES:

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CURRENT ISSUE: G
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Fulton Trotter Architects
acknowledge the **Wallumedagal**
people as the traditional custodians
of the land upon which the **Dundas
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 Department of Education (DoE) for the upgrade of the Dundas Public School (DPS) (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 and in consideration of the stakeholder and community participation plan.

The proposed activity is for upgrades to the existing DPS at 85 Kissing Point Road, Dundas NSW 2117 (the site).

The purpose of this report is to

- Outline the design responses to State Environmental Planning Policy (Transport and Infrastructure) 2021, Schedule 8 Design Quality Principles in Schools (Chapter 3)
- Consider the visual impact of the proposed works
- Note the approach to Connecting with Country
- Complement the architectural drawings as part of the submission

Project Name:	Upgrades to Dundas Public School
Proponent:	The Department of Education (DoE) is the proponent and determining authority pursuant to Section 5.1 of the <i>Environmental Planning and Assessment Act 1979</i> (the Act).
Landowner:	The Minister for Education and Early Learning

2 Site Analysis / Description

Dundas Public School is located at 85 Kissing Point Road, Dundas. The school site is bound by Kissing Point Road to the north and Calder Road to the south. Kenworthy Street is located parallel to the site to the east as is Saint Andrews Street to the west. The site has an area of 1.99 ha and comprises 1 allotment legally known as Lot 3 DP 610.

The site currently comprises an existing co-education primary (K-6) public school with 9 permanent buildings, 6 demountable structures (1 demountable includes 2 classrooms), interconnected covered walkways, play areas, on-grade parking, sports court and green spaces with mature trees.

Majority of the buildings are 1 storey with only one 2-storey building being Building A (Admin/staff hub and amenities building). Buildings are clustered to the north of the site, with the southern part comprising of a large play area/informal sports oval and a sports court.

Development surrounding the site includes:

- North: A mix of single dwelling and low scale multi-residential developments across Kissing Point Road.
- East: A mix of single dwelling and low scale multi-residential developments bounding the site directly.
- South: A mix of single dwelling and low scale multi-residential developments across Calder Road.
- West: Medium rise multi-residential developments bounding the site directly.

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

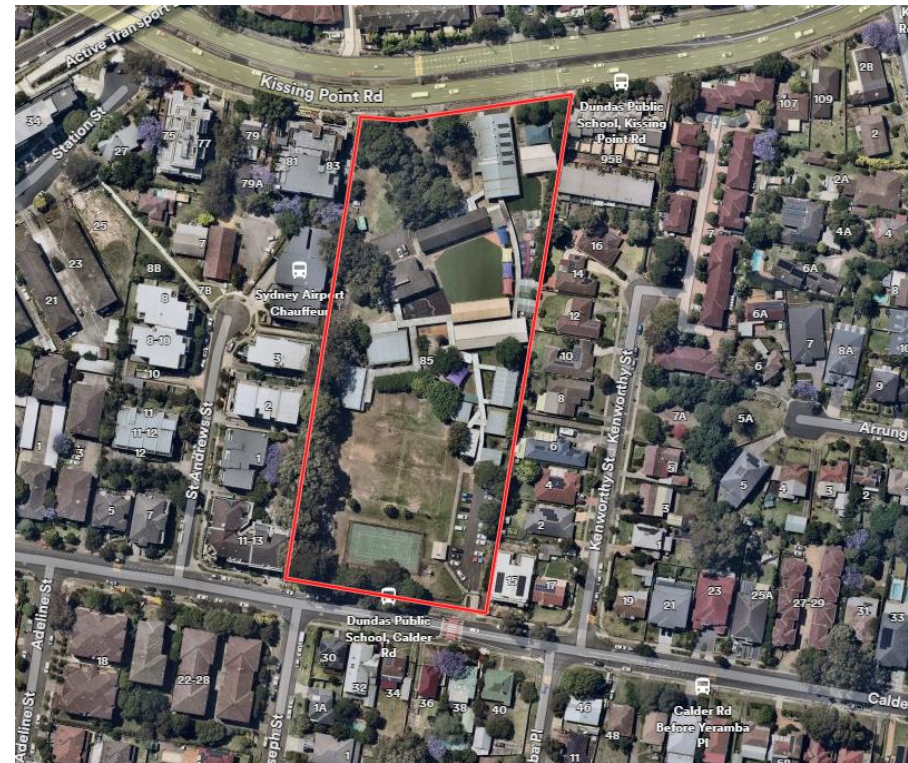


Figure 1: Aerial image of the site, outlined in red (Source: NearMap, taken 30 October 2024)

3 Proposed Activity Description

The proposed activity involves upgrades to the existing Dundas Public School, including the following:

- Creation of 6 new teaching spaces and 2 learning commons in a single-story building
- Installation of covered walkways connecting the new building to the existing school network
- Landscaping and external works around the new building and eastern entry
- Upgrades to site infrastructure and services to support the new building.

The intent of the activity is to increase the number of permanent teaching spaces (PTS) from 9 to 15 and students from 331 to 345.

Figure 2 below show the scope of works for the proposed activity.

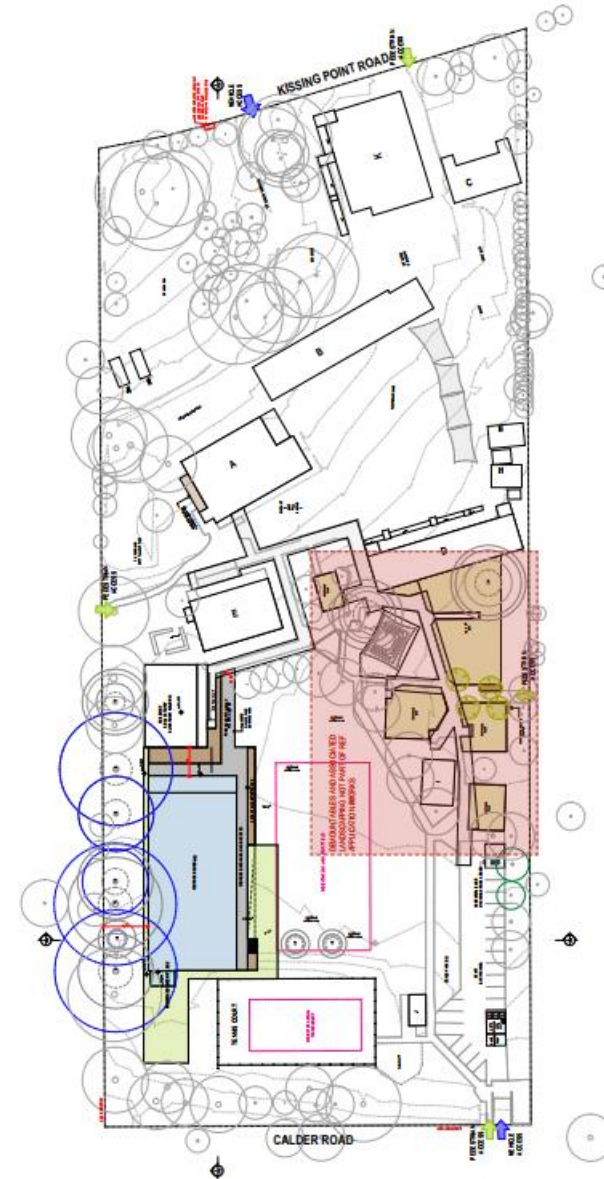


Figure 2: Proposed Scope of Works (Source: Fulton Trotter Architects, Proposed Site Plan (Rev 05))

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 the NSW Department of Planning and Delivery teams.

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

The following is a summary of all stakeholders who have been consulted and informed as part of the Dundas Public School Upgrade –

- City of Parramatta Council – Planning Department
- Transport Working Group
 - Transport for NSW
 - Parramatta Light Rail
- Shell Energy
- Endeavour Energy
- Department of Education Technical Stakeholders
- School Community

As a result of this consultation, the following changes were made to the proposed activity.

- Following consultation with the school the siting of the building was relocated to the Western Boundary (rather than the Eastern Boundary as per the original masterplan) in order to minimise the impact on the existing demountable buildings and to allow for Building I to be retained.
- Following consultation with the school the location of the building was adjusted to allow for the existing mature trees to the Western Boundary to be retained.

- Following the Transport Working Group additional bicycle parking spaces were added to the Site
- Following consultation with the School the location of the bicycle parking was relocated to adjacent to the existing Administration Building for improved supervision and security.
- Following consultation with the school it was determined that the existing cricket nets should be demolished and not replaced in another location in order to allow for a greater amount of play space.



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

5 Design Response

Design Process Undertaken

- Master Plan Validation
 - o Fulton Trotter Architects were engaged by the NSW Department of Education to design the redevelopment of Dundas 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, NSW Department of Education technical stakeholders and the Project Control 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, NSW Department of Education technical stakeholders 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 school and NSW Department of Education 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)
- Asset Management Unit (AMU) existing works and upgrades
- Maintaining a minimum 10m² of outdoor space per student across the site
- Maintaining as much of the existing building stock as possible.
- Educational Rational - engage the school to focus on desirable outcomes in the design to compliment the schools pedagogical approach and broader community engagement objectives)
- Maintaining the Tree Protection Zones for the existing mature trees adjacent to the proposed building – to the Western Boundary. The building is located to create appropriate setbacks to the trees to create a minimal impact on the nominated tree protection zones. The height of the building has also been set to avoid excavation in the root zone of the trees.



Figure 4: Existing Trees to the Western Boundary (Source: Fulton Trotter Architects)

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

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 activity seeks to address this principle as follows:

- The proposed building is a single storey form – in keeping with the scale of the existing buildings on the school site.
- A generous setback has been allowed to the Western boundary in order to maintain and protect the existing mature trees along this boundary line – allowing the building to sit within the existing landscaped context.
- The facade of the building features brickwork – creating a material and colour connection to the existing buildings on the site. Allowing the building to sit comfortably as part of the existing campus.
- The building levels are set to tie into the existing playing field and pathways to the Northern end of the building – allowing for pedestrian connectivity from the new classroom spaces out onto the playing field.



**Figure 5: Artists Impression – View from North-East
(Source: Fulton Trotter Architects)**

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 activity seeks to address this principle as follows:

- Passive cooling using a high window area for natural ventilation, with adjacent proposed trees.
- Sunshading and generous roof overhangs are provided to protect the building from solar heat gain.
- Light coloured materials are applied to the façade to reduce the urban heat island effect.
- Regular column grid and open floor plates for maximum flexibility of layout in the future.
- Robust and low-maintenance materials are used to ensure the longevity of the building.
- PV solar cells are provided to the roof of the new building.

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 activity seeks to address this principle as follows:

- Accessible path of travel into the site and the new building are provided from the St Andrews Street and Kentworthy Street entrances.
- Accessible paths are provided to connect the proposed new building into the existing site path network adjacent to the existing Building F.
- Ramps are integrated into the landscape to not feel like “wheelchair ramps” but part of the natural movement through the site.
- The activity does not change the ability for other facilities within the school (such as the multipurpose hall) to be shared with the 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 activity seeks to address this principle as follows:

- The proposed activity maintains the existing boundary reinforcement and lines of security that are in place on the site.
- The building is provided with blinds and doorways that facilitate secure lockdown arrangements in the case of an emergency to protect staff and students at all times.
- The space is designed using ESD principles to ensure a high level of amenity and user comfort within the space. This includes acoustic quality, improved air quality (using low VOC and low formaldehyde materials) as well as the provision of high levels of natural light and natural ventilation.

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 activity 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 to the new building.
- Generous windows to allow for natural light and natural ventilation.
- The new building is in an area of existing mature trees of a scale that is complementary to the surrounding residential area and the existing school.

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 activity seeks to address this principle as follows:

- Regular column grid and open floor plates- maximum flexibly.
- Simple circulation using the external verandah space to the East
- Consolidation of services and wet areas.
- Variety of learning and teaching spaces offering different levels of openness or insularity.
- Operable walls to increase flexibility of uses and spaces.
- Use of robust and low-maintenance materials.
- Use of pre-finished materials or naturally finished materials that don't require ongoing painting

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 activity seeks to address this principle as follows:

- Keeping to the scale of neighbouring buildings on the school site.
- The facade of the building features brickwork – creating a material and colour connection to the existing buildings on the site. Allowing the building to sit comfortably as part of the existing campus.
- Colours are used in the window framing and sunshading to provide visual interest and create connections to the colours of the existing buildings on the campus.
- The proposed building will have well-articulated elevations comprising a simple unobtrusive contemporary aesthetic and will sit comfortably in the streetscape and the existing campus.

Indigenous Artwork

The project has followed a simple approach in relation to representing Country and the inclusion of 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.

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 building is located to the rear of the site so it has minimal impact on the views to the school from the street frontages – from Calder Street and Kissing Point Road
- The proposed building is a single storey form and is set back from the adjoining boundary behind the existing mature trees. This minimises the visual impact on the adjoining residential properties.

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 North-East Corner
(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 – View from Eastern Facade
(Source: Fulton Trotter Architects)***