



LANDSCAPE SCHEMATIC

TLA SUBMISSION

Cnr Northview Street & Ryans Road,
Gillieston Heights

GILLIESTON PUBLIC SCHOOL REDEVELOPMENT AND NEW PUBLIC PRESCHOOL

NSW Department of Education

REV. Q- 14/01/2025

PREAMBLE

Activity

The Gillieston Public School redevelopment and new public preschool have been identified by the NSW Department of Education (DOE) as requiring redevelopment. The proposed redevelopment of Gillieston Public School is driven by service need including increase in expected student enrolments and the and removing demountable structure and replacement with permanent teaching spaces.

The redevelopment of Gillieston Public School redevelopment and new public preschool comprises the following activities:

- Demolition and removal of existing temporary structures.
- Site preparation includes demolition, earthworks and tree removal.
- Construction of new:
 - 32 permanent general learning spaces and 3 support teaching spaces
 - Administration and staff hubs
 - Hall, canteen and library
 - Out of school hours care
 - Public preschool (standalone building for 60 places)
 - Covered Outdoor Learning Areas (COLAs)
 - Outdoor play areas, including games courts and yarning circle
 - New at-grade car parking
 - Extension of the existing drop-off / pick-up area and new bus bay
 - Realignment of the existing fencing
 - Associated stormwater infrastructure upgrades
 - Associated landscaping
 - Associated pedestrian and road upgrades

Significance of Environmental Impact

Based on the identification of potential impacts and an assessment of the nature and extent of the impacts of the proposed activity, it is determined that all potential impacts can be appropriately mitigated to ensure that there is minimal impact on the locality, community and/or the environment.

Please refer to mitigation measure listed below for futher detail

MITIGATION MEASURES		
Project Stage Design (D) Construction (C) Operation (O)	Mitigation Measures	Relevant Section of Report
(O)	Existing vegetation retained where possible to provide established canopy	NA
(O)	Tree planting is provided throughout the site and along the boundary to provide shade and soften built-form. New heritage garden curtilage to a heritage building to provide an opportunity for future community involvement and structural integration.	Landscape Package
(O)	Water sensitive urban design (WSUD) principals have been considered with onsite stormwater harvesting and reuse proposed.	Landscape Package 3505
(O)	All softscaped areas on site maintains deep soil access for ground water recharge opportunities.	Landscape Package
(O)	Incorporated Crime Prevention Through Environmental Design CPTED Principals have been adopted throughout the Landscape design process.	2206
(O)	The open-play space design has taken into consideration the projected growth rates for the local community.	320-3207

Site Description

The Site is identified as 100 Ryans Road and 19 Northview Street, Gillieston Heights, legally described as Lot 51 DP 1162489 and Part Lot 213 DP 1186997.

The Site is located within the Maitland Local Government Area (LGA) and is zoned RU2 Rural Landscape and R1 General Residential zone under the provisions of the Maitland Local Environmental Plan 2011 (MLEP2011). Existing attributes of the subject site are noted as follows:

- The subject site exhibits an area of approximately 23,385m² and is located in the suburb of Gillieston Heights;
- The subject site has a frontage to Ryans Road to the east, Gillieston Road to the north, and Northview Street to the south;
- In its existing state, the subject site comprises the existing Gillieston Public School. Existing school buildings are primarily located in the west portion of the subject site with a large area of open space situated in the eastern portion. There are limited permanent structures located on the subject site with thirteen (13) existing demountable classrooms currently occupying the subject site. Permanent buildings consist of the Main Administration Building, Original Brick Cottage, Library and GLS building located in the centre of the subject site; and
- Carparking is provided from Gillieston Road for staff. Pedestrian access is available via this main entrance from Gillieston Road and via a separate pedestrian-only access gates on Northview Street and Ryans Road.

The existing site context is shown in Figure 1 and Figure 2.

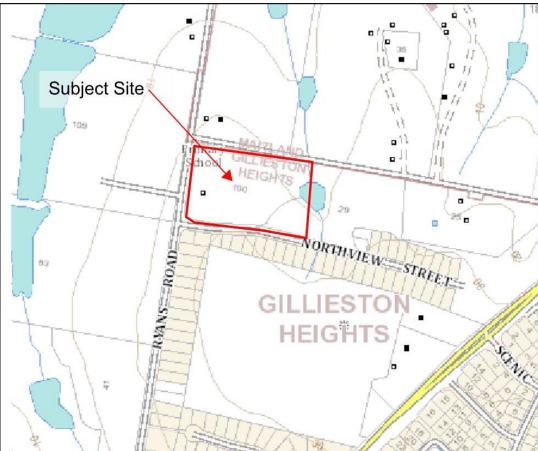


Figure 1 – Cadastral Map (Source: NSW Spatial Viewer, 2024)

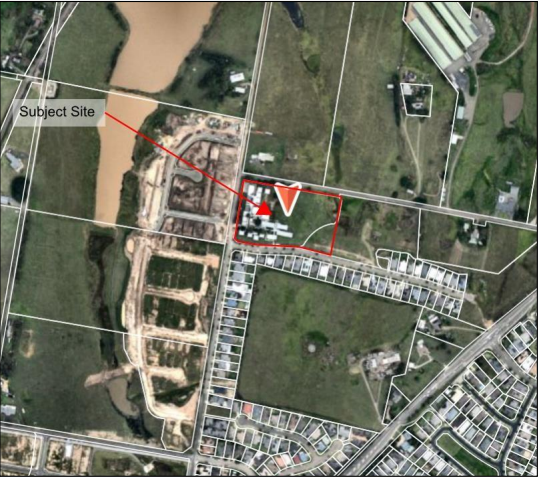


Figure 2 – Site Aerial Map (Source: Near Map, 2024)

CONTENTS

01

ANALYSIS

Study of the existing



Local Context

Site Analysis

Bushfire Analysis

02

VISION

Study of the proposed



Landscape Vision

Materials

03

PLANNING

We have a plan



Landscape Masterplan

Masterplan

Future Nature Play Elements

Future Exploratory Ecological Play
Elements

Future Active Nature Play Elements

04

STRATEGIES

Study of plan



Plant Materials

Canopy Coverage

Irrigation Diagram

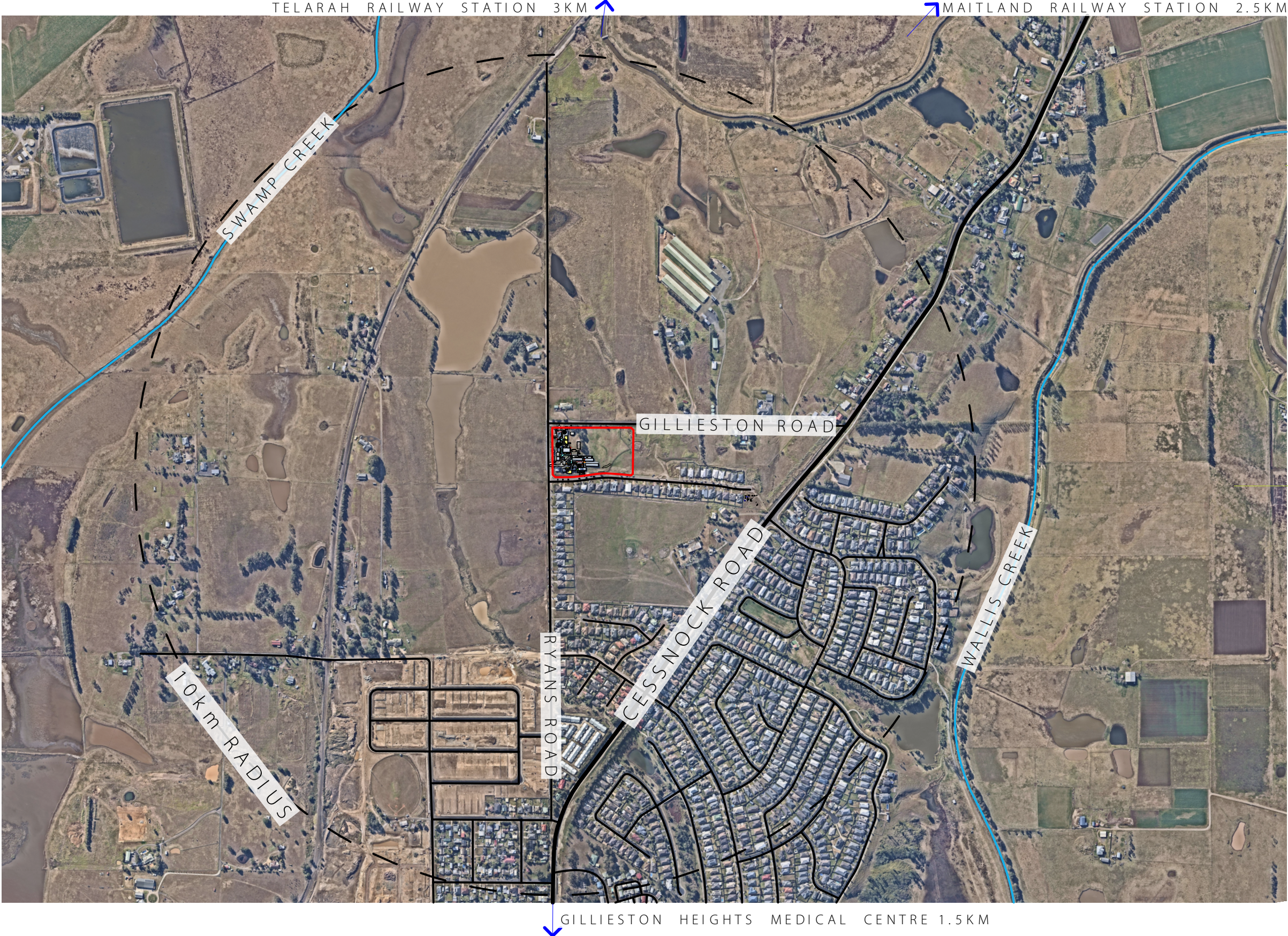
Playspace Diagram

Connection With Country

Acknowledgement of Country

Terras acknowledge the Traditional Custodians of the lands on which we work and live. We pay our respects to the elders, past, present and emerging and recognise their continuing connection to country and contribution to this land.

LOCAL CONTEXT



LEGEND

- SITE BOUNDARY
- MAJOR ROAD
- MINOR ROAD
- CREEKLINE

NOTES

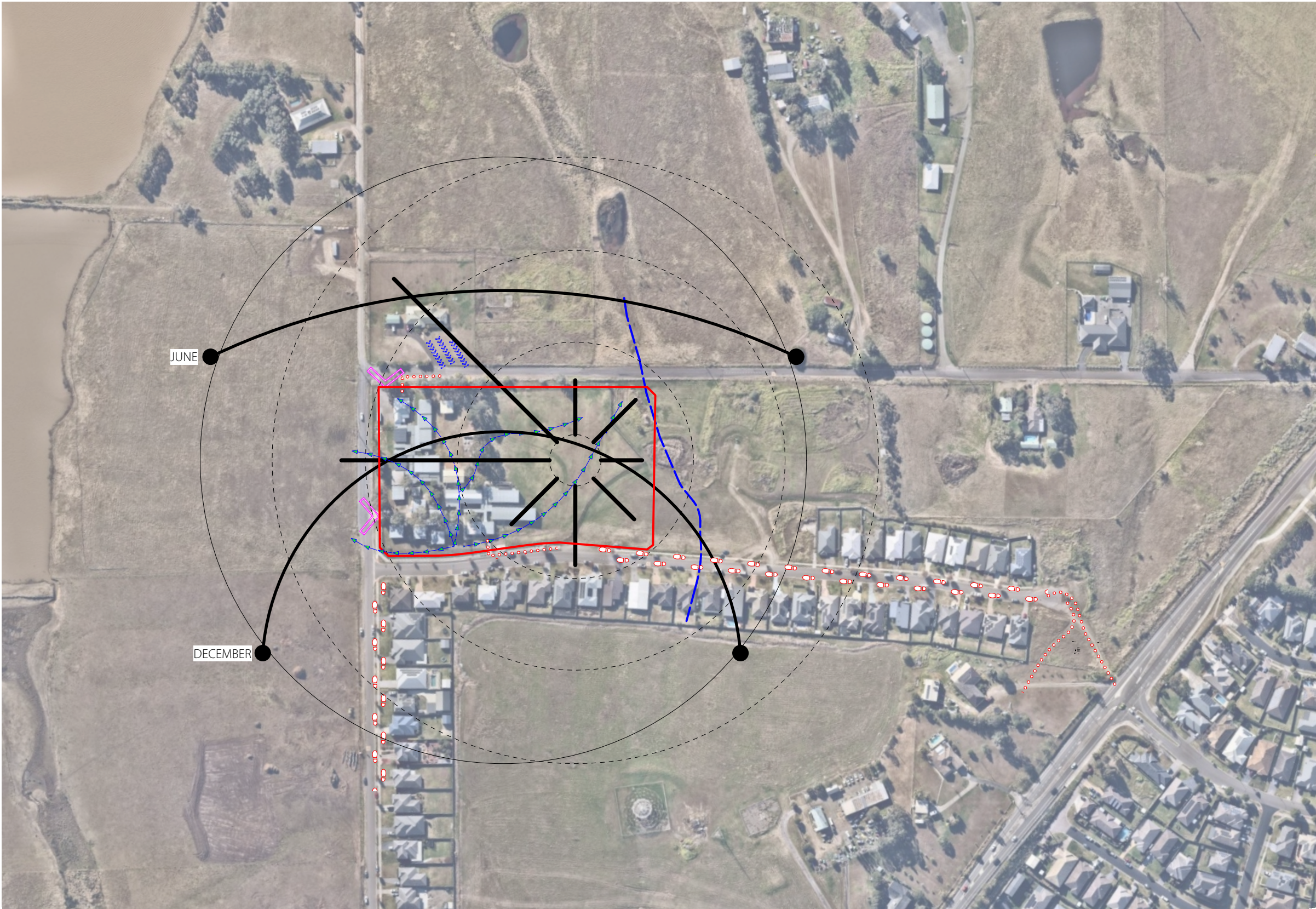
The site is located approximately 3km south of Telarah Railway Station and 1.5km north of the Gillieston Heights Medical Centre. It is bordered to the west by Ryans Road, which connects to Cessnock Road, a major regional transport route. Gillieston Road adjoins the northern boundary, which also connects to Cessnock Road.

Temporary demountable classrooms occupy the eastern half of the site, which shall be removed to accomodate the proposed classrooms.

As the site is located on the northern extents of the Gillieston footprint broad open views across undulating paddocks are afforded to the north and west, presenting an opportunity for connection with country in many aspects of the site design.



SITE ANALYSIS



ACCESS

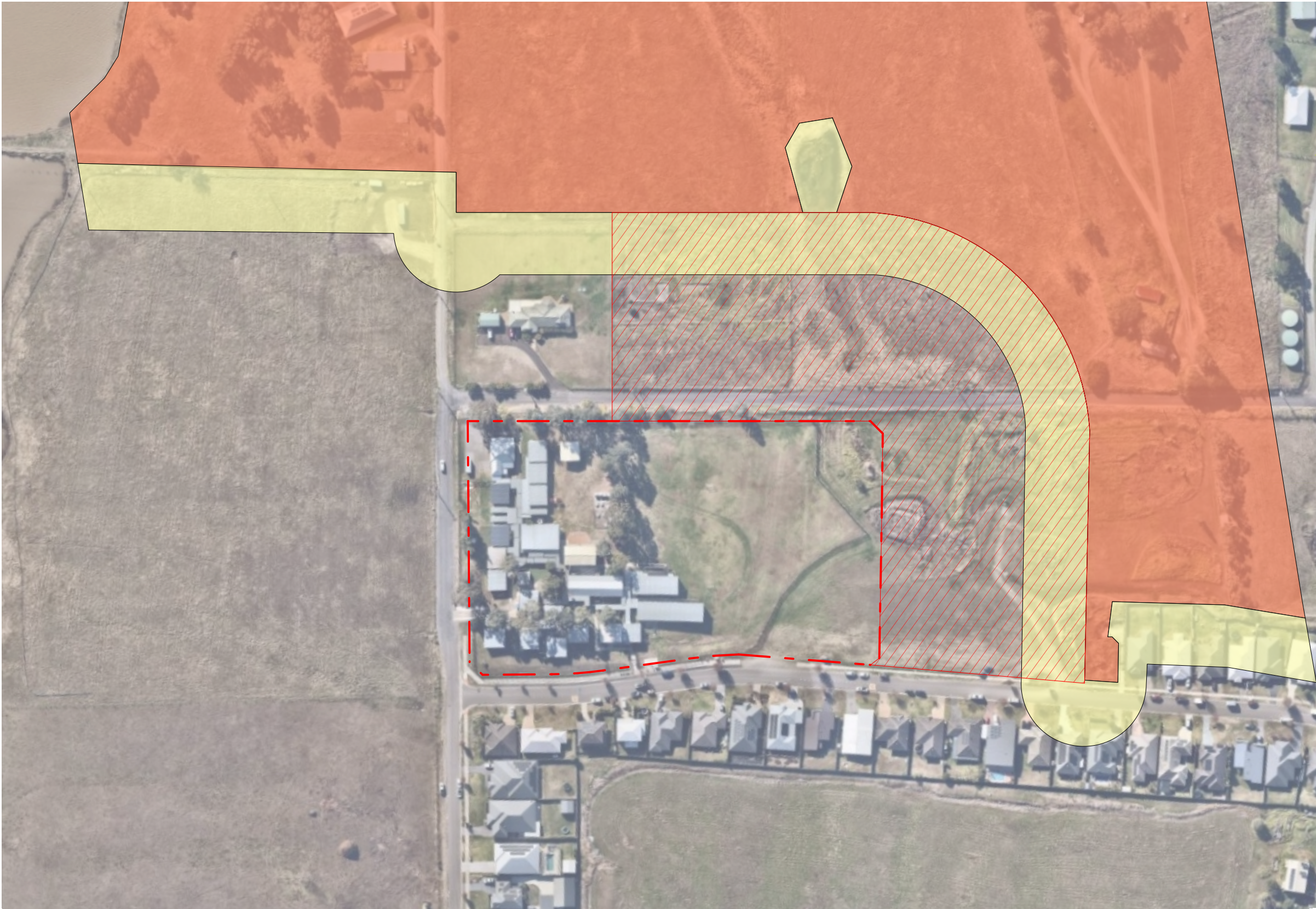
- VEHICULAR ACCESS
- FOOTPATH
- UNFORMED PEDESTRIAN ACCESS

NATURAL SYSTEMS

- WATER COURSE
- DIRECTION OF WATER PATH
- NORTH WEST WINTER WINDS



BUSHFIRE ANALYSIS



LEGEND

- SITE BOUNDARY
- 100m Temporary APZ
- MINOR ROAD
- VEGETATION BUFFER
- VEGETATION CATEGORY 3

NOTES

Refer to:
ECO LOGICAL AUSTRALIA advice
Ref 22HNC_4039 DATED: 06-10-23



LANDSCAPE VISION

CONNECTION TO COUNTRY



As a landscape architecture practice that deals with land, places, culture, history and the natural environment, everything we do is on Country and it is our responsibility to care for country. We are committed to understand more about the Traditional Owners of this land, and their deep cultural connections to Country. Our ambition is to:

- Reduce the impacts of natural events through sustainable land and water use practices
- Value and respect Aboriginal cultural knowledge and language and engage with truth
- Ensure Country is cared for appropriately and sensitive sites are protected

HUMAN CONNECTIONS



Provide legible and easily accessible links through the site at a human scale to encourage physical connection. Creating opportunities for active and passive recreation spaces and a variety of interactive experiences.

The environments in which we live profoundly affect us. Positive relationships and connections to natural and built landscapes impact our health and well-being in a variety of ways. Including reducing stress and minimizing anxiety.

It is our intention to foster these connections for people to Live, Work, Play, Gather, and Learn.

CLIMATE POSITIVE DESIGN



As stewards of the environment, landscape architects must advocate for climate positive outcomes. As designers of the built environment we need to ensure the future of our planet by reducing carbon footprints and increasing sequestration. Climate Positive Design can mean:

- Retention of as many trees on site as possible
- Reduce demolition and recycle and reuse materials
- Reduce the extent of high carbon elements
- Maximise soft surfaces and soil root plate volumes
- Increase biodiversity
- Design for longevity
- Utilise WSUD principles

SITE SPECIFIC DESIGN



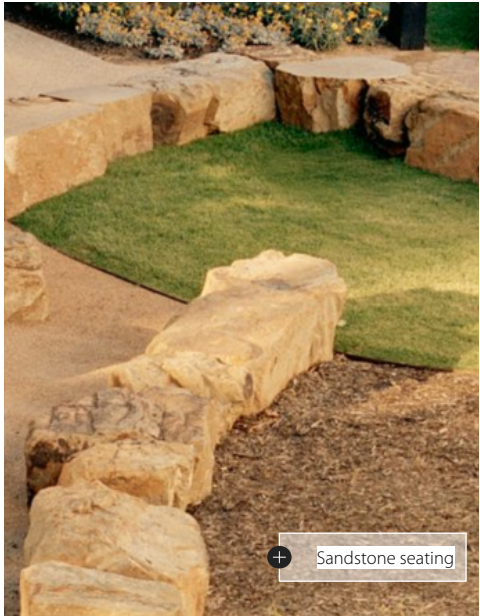
Design which preserves, enhances, and creates strong visual and physical connections to the natural features inherent to the site, whether they are a stand of trees, the topography of a site, a body of water, or a distant view.

MATERIALS

NOTES

The proposed material palette is inspired by the history and heritage of the site and use of materials relating to sandstone and cedar. Sourcing material from Country, with consent.

Sandstone is proposed to be used in a variety of ways throughout the site. Timber referencing Cedar from the banks of Wallis Creek may be used in feature walling.



LANDSCAPE MASTERPLAN



MASTERPLAN



LEGEND



EXISTING TREES TO BE REMOVED
EXISTING TREES TO BE RETAINED
PROPOSED TREE PLANTINGS
AS SPECIFIED
SITE BOUNDARY
TURFED AREA
PERENNIAL/FORMAL PLANTING
MASS PLANTING
NATIVE GRASS MATRIX
CRUSHED DECO GRAVEL
CONCRETE
CONCRETE RETAINING

Notes

1. HARD PLAY SPACE AND ASSEMBLY AREA
2. FUTURE OUTDOOR CLASSROOM AND PASSIVE PLAY SPACE
3. FUTURE ECOLOGICAL PLAY SPACE
4. VEGETATION BUFFER BETWEEN CHILDCARE AND GREATER PLAY SPACE TO INCLUDE ENDEMIC PLANTINGS.
5. CONCRETE BLEACHERS
6. ACCESSIBILITY RAMP FROM UPPER ACCESS TO BALL PLAY AREA
7. 30 x 20m MULTI USE SPORTS FIELD, TURFED
8. BATTERED MASS PLANTING
9. MAIN NORTH/ SOUTH ACCESS PATH
10. COLA BREAKOUT SPACE WITH CONCRETE BLEACHER SEATING
11. GRAVEL TRANSITION SPACE
12. WIND BREAK PLANTING
13. OPEN GRASS SPORT FIELD
14. YARNING CIRCLE
15. FUTURE CULTURAL SPACE AND EXPLORATORY NATURE PLAY
16. SCHOOL SIGNAGE AND PERIMETER CONOPY SCREENING
17. FUTURE PRODUCTIVE GARDEN AND BUSH TUCKER WALK
18. MASS PLANTING AND TREES FOR HERITAGE BUILDING SPACIAL BUFFER
19. LEVEL TURF SOFT PLAY SPACE
20. PERIMETER MASS PLANTING TO ACCOMMODATE 2-3M SCREENING HEDGE PLANTS
21. FORMAL GARDEN WITH CONNECTION TO HERITAGE BUILDING AND SUPPORT PUBLIC INTERACTION



FUTURE NATURE PLAY ELEMENTS



NOTES

Active adventure play inspired by the native bushland character.

Nature play with active play features such as climbing, swinging, hanging, balancing, jumping, sliding and stepping.

Inclusive play area accessible for all.

The current landscape schematic design supports future integration of play equipment and nature play elements.

FUTURE EXPLORATORY ECOLOGICAL PLAY ELEMENTS

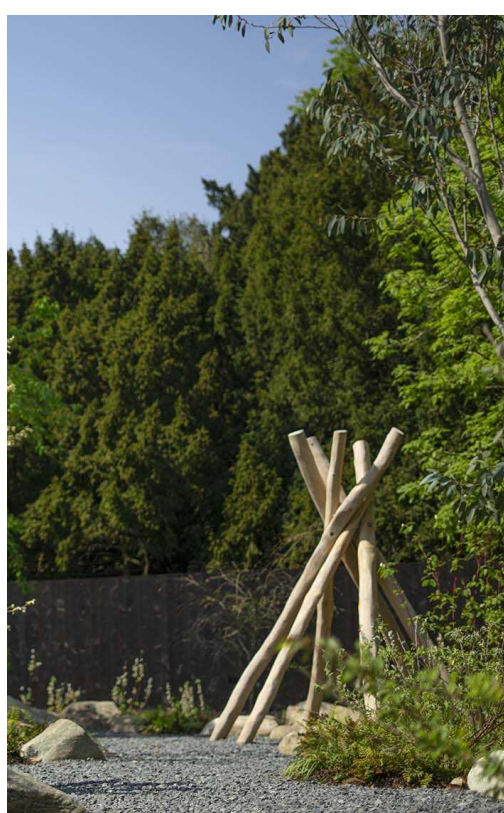


NOTES

Sensory and imagination play derived from natural elements.

Potential to use the natural slope and central valley for various play.

The current landscape schematic design supports future integration of play equipment and nature play elements.



FUTURE ACTIVE NATURE PLAY ELEMENTS



ACTIVE PLAY FOR JUNIORS. COMBINATION OF SPINS, SWINGS, BALANCING AND NATURE PLAY.

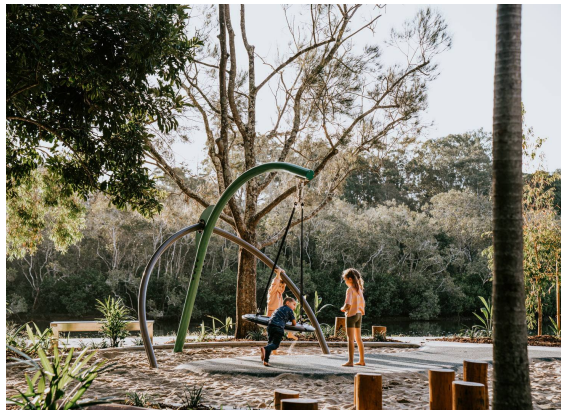


NOTES

1. Play mulch under trees-
The use of Natural materials in play areas to promote nature play elements

2. Trees as part of ecological play areas-
Endemic tree selection as part of the connection to country process and to ensure sufficient canopy shade in incorporated into the playspaces.

The current landscape schematic design supports future integration of play equipment and nature play elements.



LANDSCAPE STRATEGIES



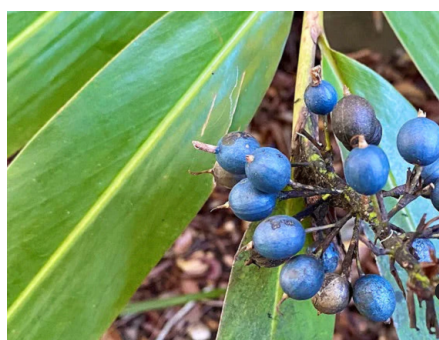
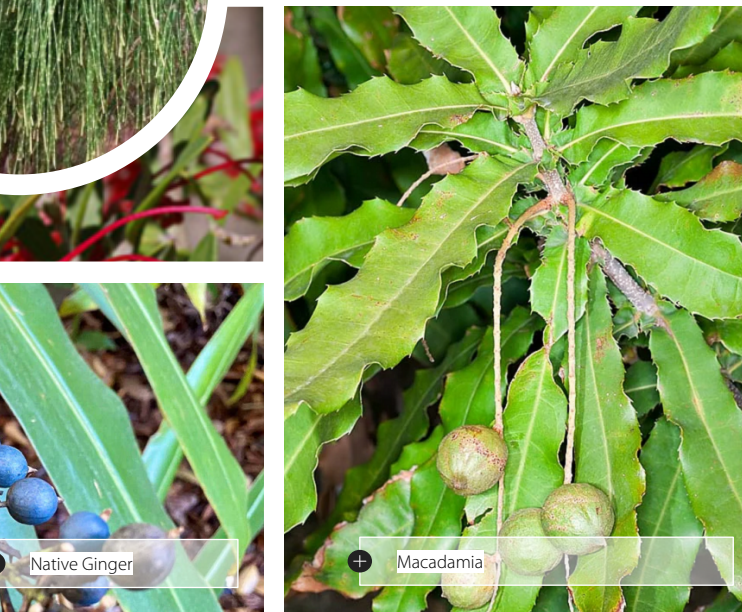
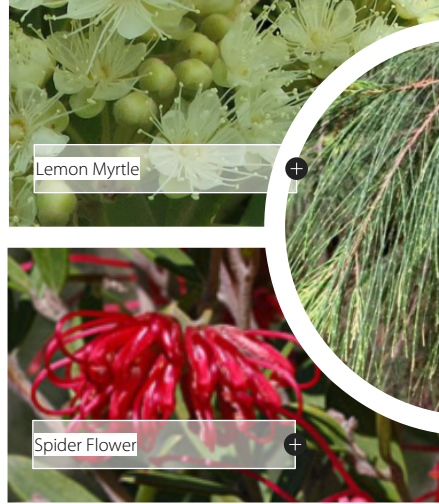
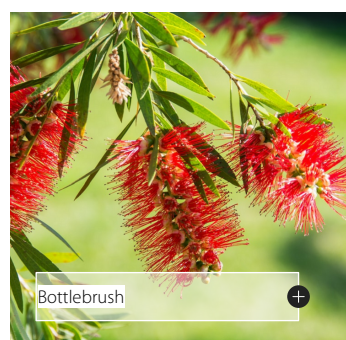
PLANT MATERIALS

NOTES

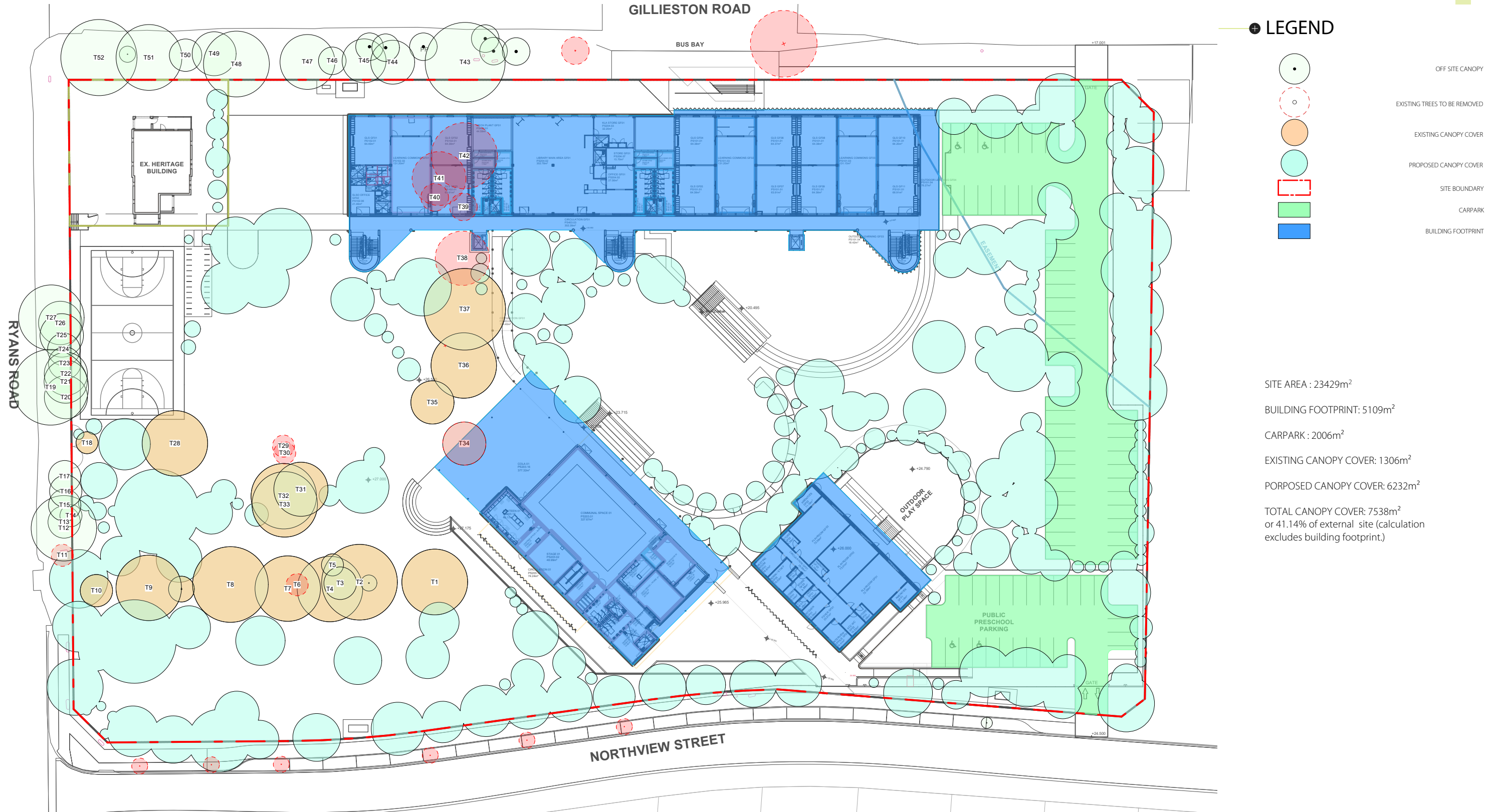
The proposed planting palette shall include predominantly native species with an emphasis on bush tucker. Species shall provide a variety of form and texture for visual and tactile stimulation, whilst having demonstrated hardiness and low maintenance requirements.

CPTED principals shall also be included as per school design standards.

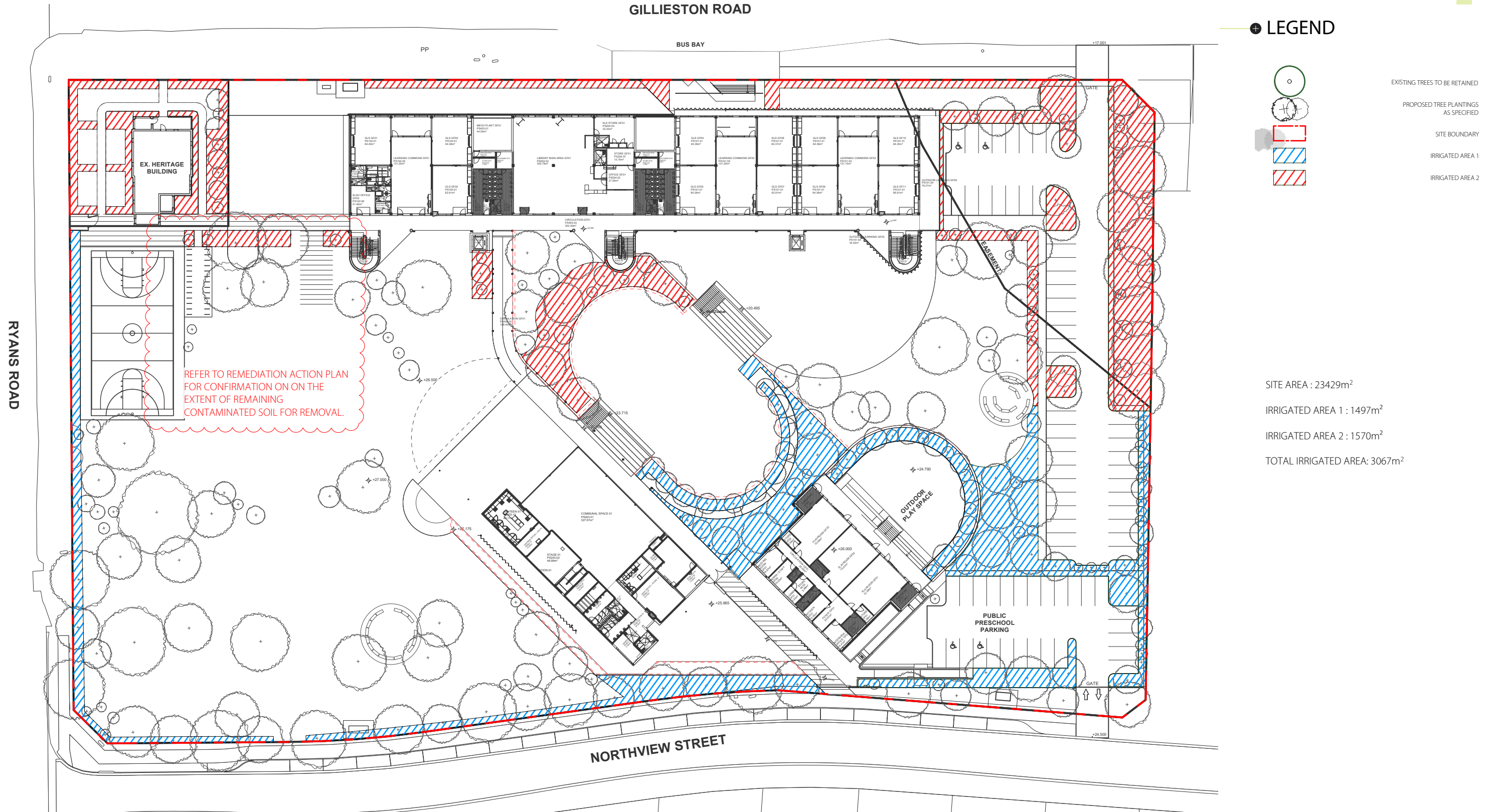
Planting of endemic vegetation will help to create a sense of place unique to the site with swathes of native grasses proposed to reinforce movement and the site's relationship to water.



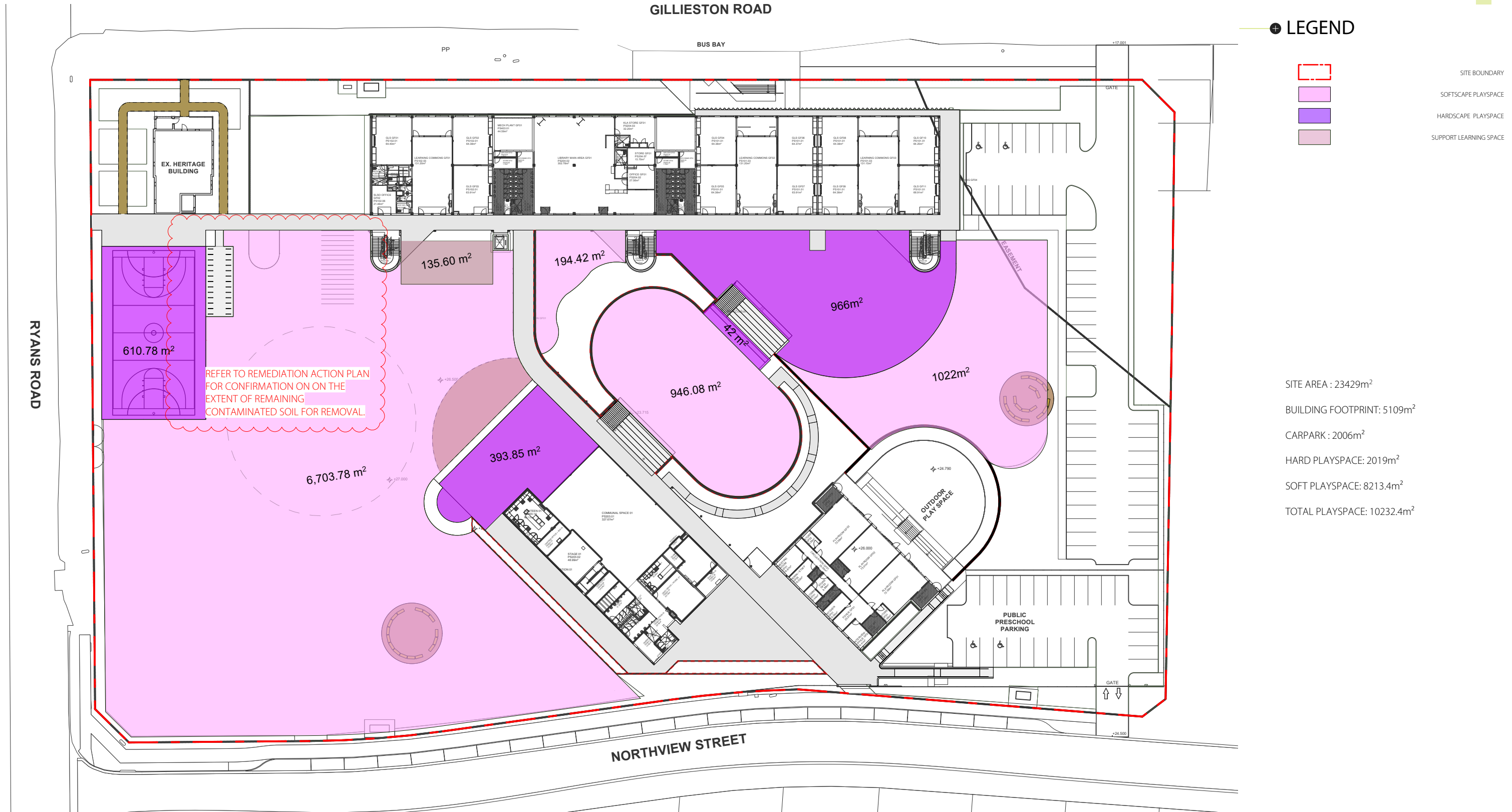
CANOPY COVERAGE



IRRIGATION DIAGRAM



PLAYSPACE DIAGRAM



CONNECTION WITH COUNTRY



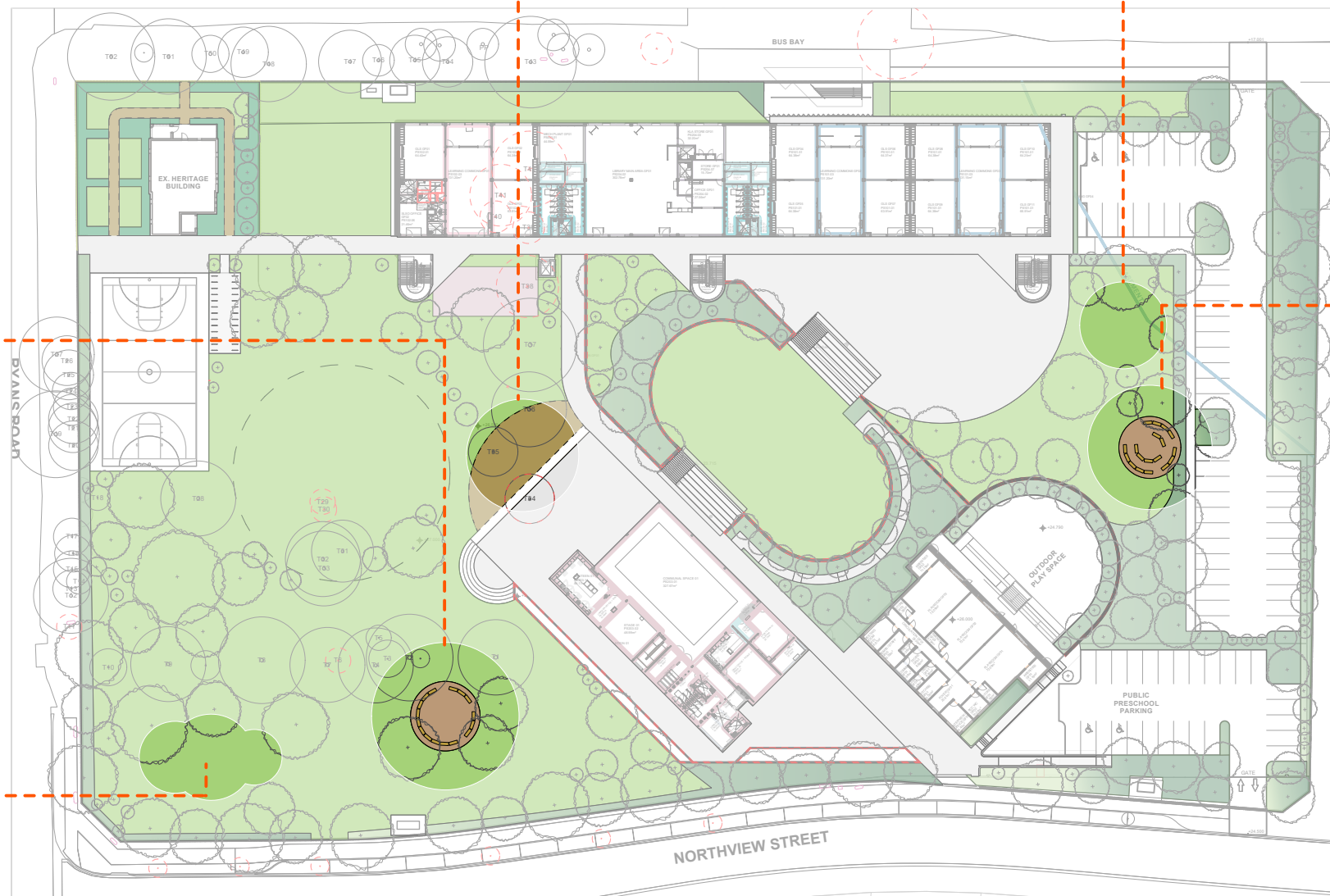
The introduction of Indigenous Dreamtime stories through local art and plaques guided by local elders and community representatives to encourage sense of place and history.



The introduction of yarning circles into the landscape encourages connection to country while providing significant places for knowledge sharing and cultural education.



The future establishment of endemic bush tucker plants for productive purposes and cultural learning and placemaking opportunities.



Eco Play and nature play incorporating Dreamtime stories in natural materials incorporated into playground theming



Endemic Plantings of species such as *Lophostemon suaveolens* (Swamp Box) throughout the softscape areas of the school and around this outdoor learning and nature play space encourage exploratory learning and connection to place and support local fauna and ecological communities



The introduction of outdoor learning spaces provide flexible learning opportunities and encourages multisensory learning experiences and fosters a connection to country through integrated learning.

NOTES

Design considerations to incorporate the site's unique character and endemic vegetation within the Hunter region

Material use and movement design has been incorporated and carefully considered in each component of the landscape design to reach maximum audience in recognition of the site's Connection to Country