



## DESIGN REVIEW SUMMARY

# Gillieston Public School Redevelopment and New Public Preschool

Schematic design for a (736 student) Primary School at Gillieston Heights, NSW

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DESIGN REVIEW SUMMARY

Preamble

Activity

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

The activity comprises the following:

- Demolition and removal of existing temporary structures.
- Site preparation, including demolition, earthworks, 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 upgrade activites

Significance of Environmental Impacts

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.

The architectural design process identifies and addresses an extensive number and type of 'potential impacts' which have mitigation measures applied as part of the design process. Major 'potential impacts' and their mitigation measures that have been addressed in the design stage of the project are captured in the architectural Schematic Design Report.

Site Description

The Site is identified as 100 Ryans Road, Gillieston Heights (Lot 51 DP1162489) and 19 Northview Street, Gillieston Heights (Lot 2 DP1308605).

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 23,385m<sup>2</sup> 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.

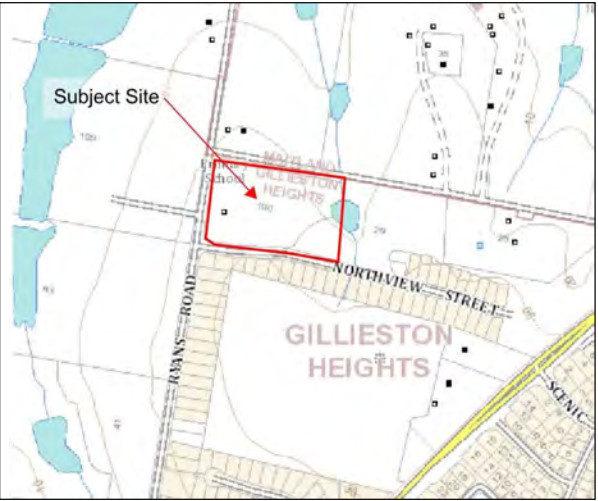


Figure 1 – Cadastral Map (Source: NSW Spatial Viewer, 2024)

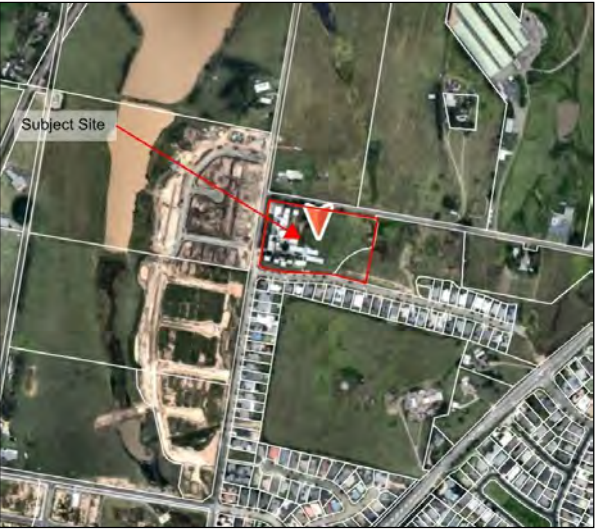


Figure 2 – Site Aerial Map (Source: Near Map, 2024)

SOURCE: Johnstaff, 240919\_GPS REF Preamble V2, 19 September 2024



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Response to SDRP01 Feedback

GANSW SDRP 01 ADVICE - 15th May 2023		DESIGN RESPONSE	REFERENCE
CONNECTION WITH COUNTRY			
1	Prioritising and sustaining the strong relationship with the local Aboriginal community is strongly supported.	Connection with Country meeting undertaken on the 28th June 2023 with members from Dhiira Aboriginal Consultants to reestablish this process to be maintained. Further community consultation undertaken in August 2024. Retaining existing connections with the local Aboriginal community will be of utmost importance, with the proposed new school providing physical, emotional, and educational connections back to Aboriginal land and culture.	
2	Caring for water and supporting its natural movement across the site. Consider above ground, landscape solutions which may be more cost effective, environmentally sustainable and enable better learning opportunities.	Thorough collaboration with a Landscape Architect will aim to celebrate the natural paths of water through the site, and will be further explored in the future design phases. Incorporation of landscape elements such as swales, ponds, rocks, and native grasses can provide valuable learning opportunities for students.	
3	The views of the mountains have been identified as a keyway to place the site within Country, to support this consider the following:  Views from classrooms, open spaces, and external corridors. a. See the Melonba and Marsden Park School project as an example.		4001 - 4003
	b. Reconsider current layout of classrooms on the slope facing away from the mountains and whether there is another strategy or location, for example up the site, which can offer a stronger Connection with Country (see point 5 below).	Further design development of facade reticulation and openings has been undertaken with direct reference to capturing views and Connecting with Country for both internal and external spaces.	
4	When developing the landscape plan consider the deep time history of the site and the original fauna and flora endemic to this area.	Layout of Block C was adjusted following this advice in SDRP01, with the main building now aligned across the northern boundary, allowing for stronger link to urban environment, as well as distant views..  Integrated Cultural Education Walk: To be co-designed with local Aboriginal knowledge holders. This walk will feature student-developed signage and focus on native bush, food, and medicines. Wetland/Retention and Ecological Play	
SITE STRATEGY AND LANDSCAPE			
5	GANSW strongly recommends that classrooms running north/south on the eastern end of the site are moved up the hill to be co-located next to the heritage building – as drawn in option 7 on the Masterplan Options. This move would:  a. Keep the flat open space for active play.	The design places Building C (classroom building) along the northern elevation, adjacent to the existing heritage building, with space reserved for a future 12GLS extension.	3103
	b. Improve hydrology on the site as water can then flow freely down the site.	A flat open playspace is proposed on the western side of the site, transitioning to a terraced playspace through the center, leading to a flat assembly area on the eastern side.	3506
	c. Increase potential for students to have views of mountains especially from corridors.	Landscape elements have been incorpoarted within this zone to further articulate the natural flow of hydrology across the site.	4102 -4103
	d. Reduce the inefficiency of corner classrooms.	The Practical Activity Area (PAA) provides focused vantage points to engage students in geography.	3206 - 3207, 4001 - 4003
	e. Reduce complexity of level changes.	The GLS Hub offers adaptable spaces that can meet the needs of both students and staff. It can be configured for large group teaching or private small group learning. All four classrooms open onto a central learning commons area and connect to the adjacent GLS.	3206 - 3207
	f. Reduce the distance students will walk from drop off to classrooms.	Utilising site transition as playspace to create defined flat playspaces.	3506, 4102 - 4103
		Agreed and now reflected in adjusted layout of buildings.	3206 - 3207, 3505

SITE STRATEGY AND LANDSCAPE (CONTINUED)		
6	Please provide more information about how the 30% canopy target will be achieved.	Addressed in SDRP02 presentation, as well as landscape documentation submitted as part of the Schematic Design.
7	Replace active with quiet play space next to the library.	Addressed in SDRP02 presentation, as well as landscape documentation submitted as part of the Schematic Design.
8	Further develop the fencing strategy to ensure the least possible impact:	Addressed in SDRP02 presentation, as well as security & access diagrams documentation submitted as part of the Schematic Design. SINSW SSU agreed to softening of the boundary fence alignment at the northern and southern entries. All other boundaries will have fencing to protect assets.
a.	Reduce the extent and height of retaining wall to ensure any fencing required is kept to a minimum.	Addressed in SDRP02 presentation, in coordination of landscape and civil design development.
b.	Consider where buildings can act as the security line, esp. along the kiss-and-drop area. Refer to examples such as Telopea PS where this is being proposed.	Addressed in SDRP02 presentation, as well as security & access diagrams documentation submitted as part of the Schematic Design. SINSW SSU agreed to softening of the boundary fence alignment at the northern and southern entries. All other boundaries will have fencing to protect assets.
9	Consider the relationship with the private property adjacent to SW corner of site. If this property could be purchased, it would provide an opportunity to improve the overall site masterplan.	Addressed following SDRP01 presentaiton, with SINSW purchasing adjacent lot and the site masterplan being adjusted accordingly to take advantage of this additional parcel of land and street frontage.
ARCHITECTURE		
10	There is very limited consideration of outdoor learning which is a critical part of pedagogy for primary school students and in developing a relationship with local ecologies and Country. Review the designs to include:  Adjacent outdoor spaces on ground floor rooms especially on a. the northside of classroom buildings. Refer to John Palmer Public School as a good example of this.	
b.	Creating larger corridor spaces on elevated walkways to support outdoor learning and connected views to mountains. Refer to John Palmer PS and Darcy Road PS for examples.	The addition of Outdoor Learning Areas on the first and second floors will provide students with easy access to outdoor spaces from above-ground teaching hubs. These areas will support at-need students, including First Nations and other minority groups, by offering private spaces away from common learning areas for use by students and support staff. Additionally, the Outdoor Learning Areas will offer focused vantage points that enhance student engagement in geography.
c.	Develop outdoor 'rooms' for learning in the landscape.	Addressed in SDRP02 presentation, as well as landscape documentation submitted as part of the Schematic Design.
11	Consider different age groups in the layout of the site and how spaces, and collections of rooms can support the different development stages to give them a sense of belonging and welcome to the school. Develop strategies that work for the diverse needs of students.	Addressed prior to SDRP02 with the age-based allocation of classroom spaces within the main building with younger aged students located closer to the ground. Shared spaces such as the library, learning support and administartion are also located at ground level for ease of access. Landscape design has been completed with definition of spaces, in age-appropriate zones for defined areas of use.
SUSTAINABILITY AND CLIMATE CHANGE		
12	Illustrate how the project will contribute to NSW's Net Zero emissions goal by 2050. Refer to 'NSW, DPIE, Net Zero Plan, Stage 1: 2020-2030' for further information.	Engagement undertaken with Arcadis to ensure sustainability and climate change policies are adopted within the project.

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1302 DESIGN REVIEW SUMMARY

Response to SDRP02 Feedback

GANSW SDRP 02 ADVICE - 6th September 2024	DESIGN RESPONSE	REFERENCE
CONNECTION WITH COUNTRY		
1Continue to engage with Indigenous Knowledge Holders to provide advice and direction to the development of the site strategy, landscape, architecture and artwork.	Connection with Country meeting undertaken on the 28th June 2023 with members from Dhiira Aboriginal Consultants to reestablish this process to be maintained. Further community consultation undertaken in August 2024. Retaining existing connections with the local Aboriginal community will be of utmost importance, with the proposed new school providing physical, emotional, and educational connections back to Aboriginal land and culture.	4001 - 4003
2Continue to identify and develop opportunities to heal Country through landscape, management of water, deep soil, tree canopy and supporting local ecologies.	This will be developed and incorporated into the landscape design as the project progresses. The connection with country reporting is currently being developed as additional consultation with the local community is being undertaken.	4001 - 4003, 4101 - 4104
SITE STRATEGY AND LANDSCAPE		
3The site strategy and approach to landscape is generally supported, however further refinement is recommended on the following areas:		
a. The landscape area between the preschool and the carpark.	A landscape buffer is located internally to the preschool to provide visual and acoustic screening. On the lower level a garden bed is located to support tree canopy cover over the carpark and accommodate for level changes. It is not anticipated this area be used for active play as there are visibility / supervision issues.	
b. The southern entrance between the hall and preschool.	This area is identified for future development.	4101 - 4104
c. The terraces sloping away from the open area in front of the	Generally, the terraced solution to retaining walls and garden beds is limited due to the requirement to achieve 10,000m2 active play space.	
d. The larger landscape area on the western end of the site and integration of Connecting with Country.	This area is identified for future development. The progression / outcomes of the connection with country process will be required to inform this area.	
4Ensure shade is provided for all students:		
a. Long-term, by providing sufficient tree canopy and appropriately locating trees to ensure shading in summer months	New tree planting has been provided to achieve 30% canopy cover. Most of the existing trees are being retained.	4104
b. Immediately after opening, by providing shading devices.	Structural shade will be considered as the design develops.	3505
5The site slopes considerably and attention to levels is critical to ensuring the success of the project:		
a. Continue to ensure accessibility is prioritised while minimising the impact of extensive handrails and retaining walls.	The central play area is accessible via ramp and stairs from the central access path. It is only accessed via stairs from the lower assembly area	3505
b. Integrate slopes, stepping and retaining walls to provide opportunities for student engagement, interaction, and nature play.	Generally, the terraced solution to retaining walls and garden beds is limited due to the requirement to achieve 10,000m2 active play space.	3506, 4101 - 4104
6Further develop water sensitive urban design initiatives and integrate these into the project:		
a. Consider hydrology and express the movement of water and waterways, including dry bed, as part of the Connecting with Country strategy.	This is identified for future development. The progression / outcomes of the connection with country process will be required to inform this area.	4001 - 4003, 4101 - 4104
b. Create opportunities for student learning experiences through the movement of water.	Noted. As above	
7Consider relocating the sports court so existing trees can be saved.	Confirmation received that the shrubs noted on the site plan for removal have already been removed from site. Hardcourt construction does not require any tree removal.	4104

ARCHITECTURE		
The strong architectural language and strategy of wrapping the façade around and over the main learning hub is generally supported.		
8Ensure the location and size of openings on the north façade balances protection from sun with access to views, and that the space feels open and not closed in.	Noted and considered. The full height perforated screen allows for view through the screen to distant views, as well as daylight access with out excessive heat gain. The number and size of opening meets all required daylighting area compliance requirements.	2106, 3302, 4303
9Consider more expression and articulation at the building ends including:		
a. The COLA	Explored following SDRP02, however level of expression is impacted by budget considerations for project moving forward.	2106, 3302, 4303
b. The eastern end of the main learning hub.	Articulation of the eastern end extended with consideration of additional sunshading to eastern decks. Limited expression possible due to budget considerations.	2106, 3302, 4303
10Consider increasing the width of walkways to accommodate outdoor learning areas on the upper floors. This might include introducing a curve to align the form with the landscape.	Circulation width is dictated, to a certain extent, by the SINSW standard hub layouts, and structural impacts of extended the walkways which are preferred to cantilever so as not to introduce additional column structures.	3505