

# AUSTRAL PUBLIC SCHOOL UPGRADE

Architectural Design Statement  
Februray 2025



205 Edmondson Avenue  
Austral, NSW

## Document Details

## Revision History

Issue	Date	Purpose	Author	Approved
A	05/12/2024	Issue for REF	AL	SR
B	16/01/2025	Re-Issue for REF	AL	ML
C	03/02/2025	Re-Issue for REF	AL	ML
D	06/02/2025	Re-Issue for REF	AL	DW

Pedavoli Architects Pty Ltd  
Nominated Architect / Vince Pedavoli  
NSW Registration No. 5045

## Project Team

Service	Company
Client	Department of Education
Project Manager	CTPG
Aboriginal Cultural Heritage	Everick
Accessibility & BCA	McKenzie
Architect	Pedavoli Architects
Arborist	Allied Tree Consultancy
Building Services	JHA
Civil & Structural	Stantec
Contamination	SMEC
Ecologist	ERM
Heritage	EMM
Landscape Architect	Taylor Brammer
Planning	Gyde
Surveyor	Monteath and Powys
Bushfire	Blackash
Risk Engineer	Arriscar
Traffic	Arup
Waste	Foresight Enviromental

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Section 1.0  
Introduction

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Executive Summary 05

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# 1.0



## Introduction

This Report has been prepared to support a Review of Environmental Factors (REF) for the Department of Education (DoE) for the upgrade of Austral Public School (APS) (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.



## Section 2.0

### Site

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# 2.0



### Site Description

APS is located at 205 Edmondson Avenue, Austral on the south-eastern corner of the intersection between Edmondson Avenue and Tenth Avenue. The site has an area of 2.986 ha and comprises of 6 allotments, legally described as:

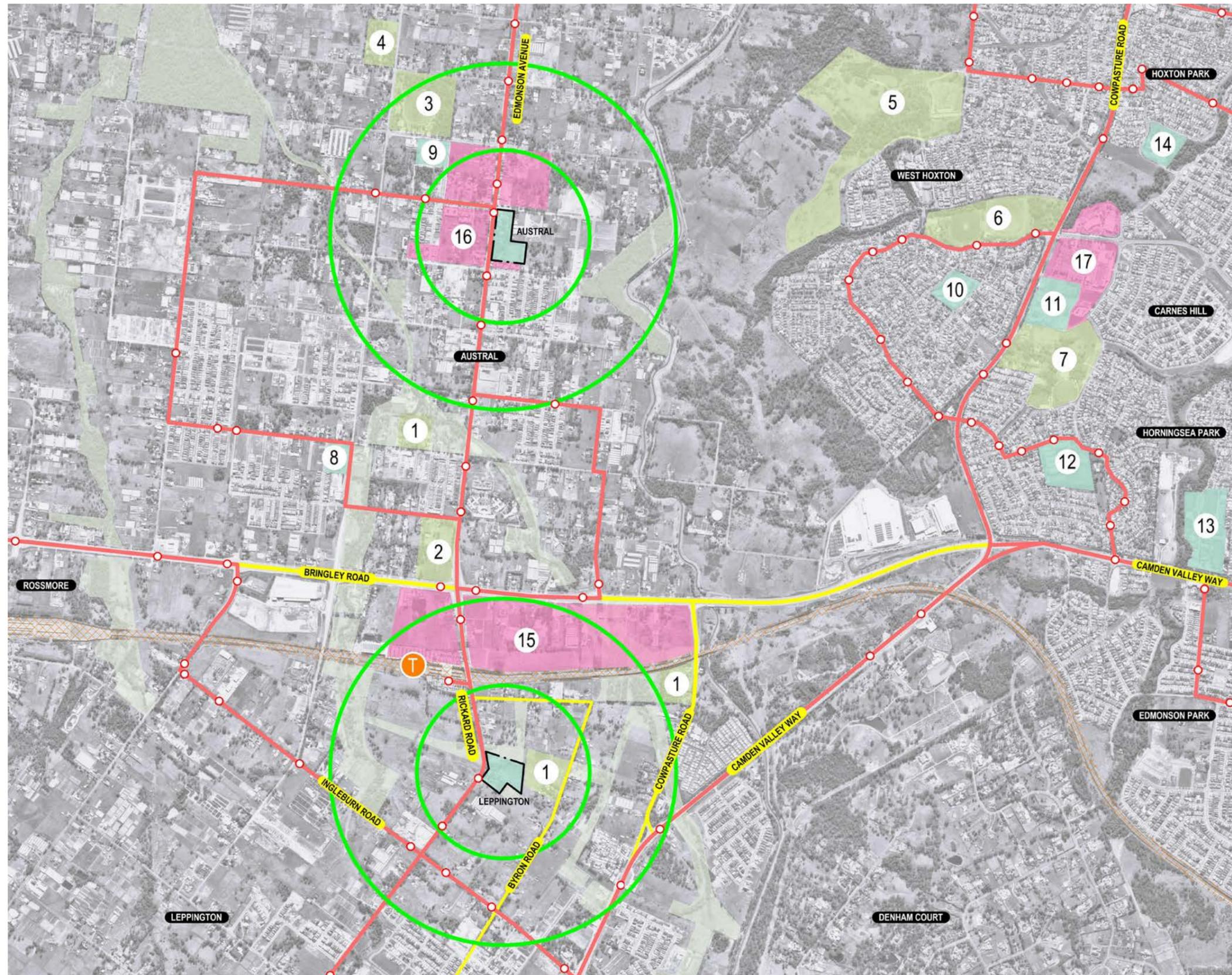
- Lot 1 DP 398105
- Lot 1 DP 398106
- Lot 1 DP 509613
- Lot 1 DP 512119
- Lot 2 DP 509613
- Lot 865 DP2475

The site currently comprises an existing co-educational primary (K-6) public school with:

- 8 permanent buildings;
- 14 demountable structures;
- interconnected paths;
- covered walkways;
- play areas: and
- at-grade parking.

The Austral Community Pre-school is also located within the site.

The existing buildings are clustered in the northern part of the site, ranging between 1 to 2 storeys in height. There is a sports oval in the south-eastern portion of the site, and a densely vegetated informal play area located in the south-western portion of the site.



**SPORTS, RECREATION & OPEN SPACES**

- 1. Proposed Public Recreation
- 2. WV Scott Memorial Park
- 3. Craik Park
- 4. Camp Austral Girl Guide Campsite
- 5. Shale Hills Dog Park
- 6. Greenway Park
- 7. Puntillo Park

**SCHOOLS & EDUCATION FACILITIES**

- 8. Unity Grammar
- 9. Saint Anthony of Padua Catholic College
- 10. Greenway Park Public School
- 11. Holy Spirit Catholic Primary School
- 12. John Edmonson High School
- 13. William Carey Christian School
- 14. Hoxton Park Public School

**TOWN CENTRES**

- 15. Leppington Town Centre
- 16. Austral Town Centre
- 17. Carnes Hill Town Centre

**LEGEND**

Subject Site	
Town Centres	
Surrounding Schools	
Recreation/Open Space	
Public Recreation Along Creek	
Main Roads	
Bus Routes	
Train Station	
Railway Corridor	
5 Minute Walking Circle	





**LEGEND**

- R3 - Medium Density Residential
- R2 - Low Density Residential
- RE1 - Public Recreation
- B1 - Neighbourhood Centre
- C2 - Environmental Conservation
- C4 - Environmental Living
- SP2 - Special Purpose

The school's current zoning is SP2 Educational Establishment.

SOURCE: NSW EPLANNING SPATIAL VIEWER



SOURCE: NSW EPLANNING SPATIAL VIEWER



## Zoning

The Land Zoning Diagram shows the school site is zoned SP2 Educational Establishment. The small shopping centre to the north of the school site is zoned B1. The site to the northeast of the school is zoned RE1. This recreation function may complement the outdoor spaces on the School site to create enhanced community facilities. The immediate surrounds are zoned R3, which permits “Medium Density Residential”. Refer to Planning report by Gyrd.



## Heritage

Nil overlay; However, several items are located in the vicinity. Refer to Built Heritage report by EMM.



## Biodiversity

The site is not mapped as comprising biodiversity values, however the Ecologist has identified the presence of PCT 849 (Cumberland shale plains woodland) on the site along with other areas of significance that should be avoided if possible. The site is also located within the South West Growth Area and is biodiversity certified, refer Ecology Report. Refer to Biodiversity report by ERM.



## Bushfire

Bushfire “Vegetation buffer” overlaps the west (Edmondson Road) boundary. The site is divided into separate lots and the lots being developed with new buildings are not bushfire prone. Refer to Bushfire report by Blackash Consulting.

SOURCE: NSW EPLANNING SPATIAL VIEWER



## Flooding

Pre DA Council advice is that the site is prone to overland flow flooding.



## Height of Buildings

The Height of Buildings diagram shows 12m height limit which aligns with the adjacent medium density residential zoning, permitting buildings up to three (3) storeys.



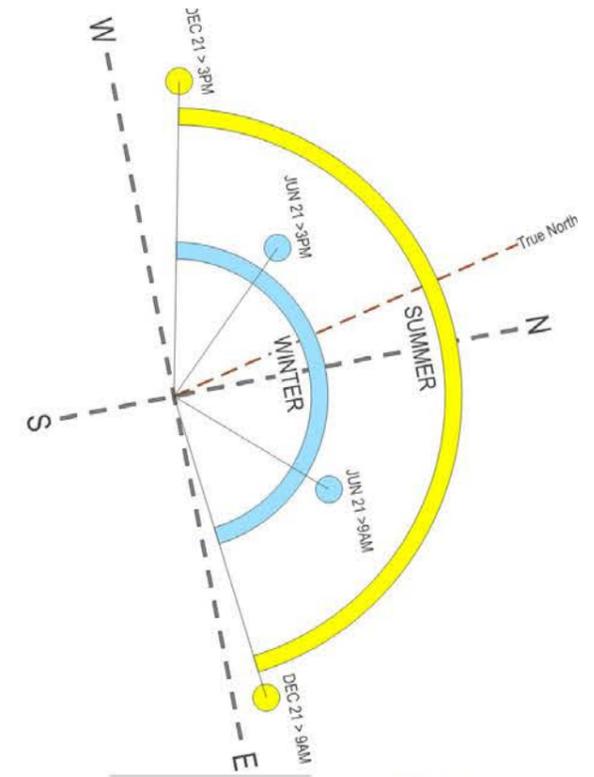
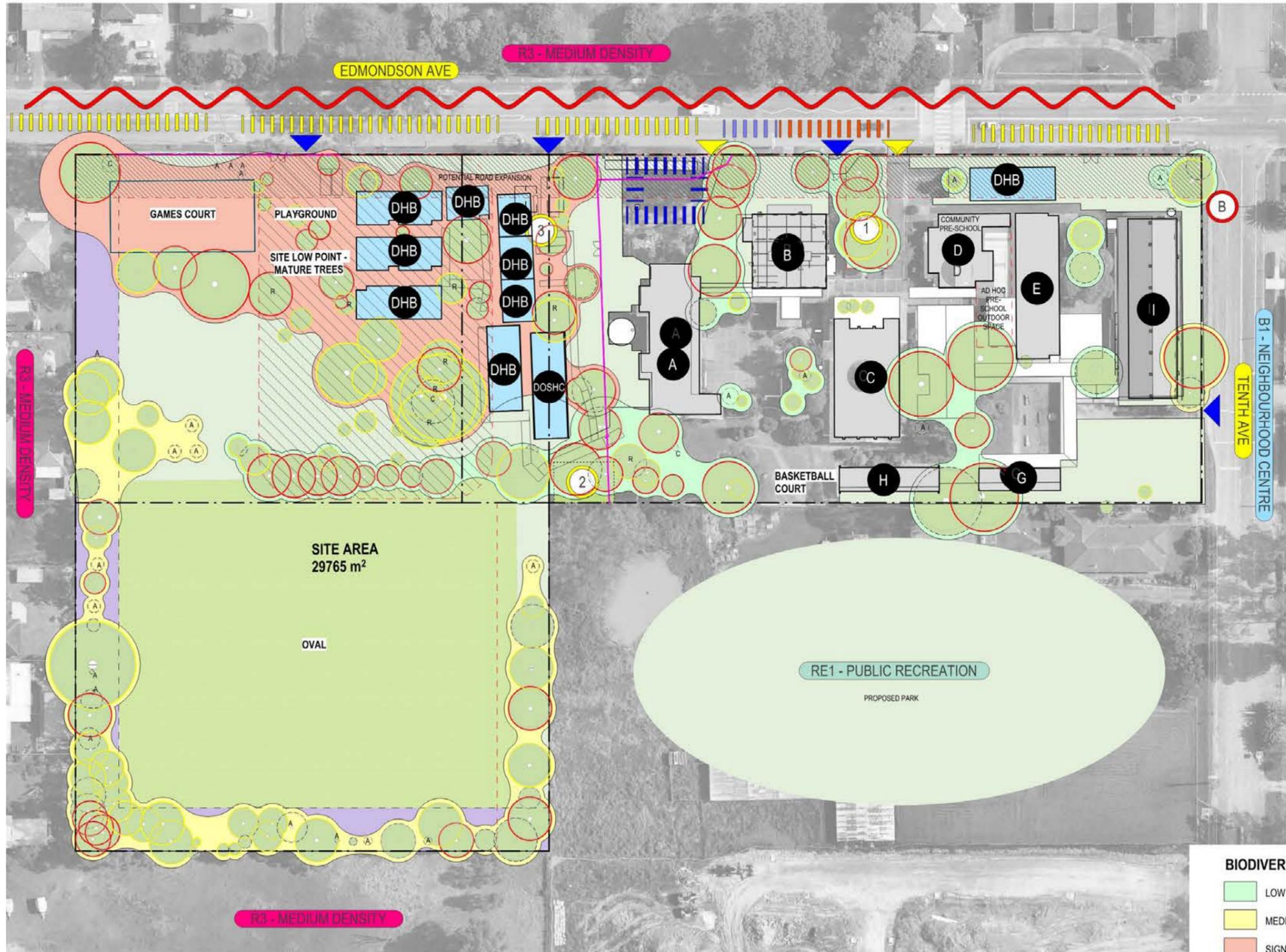
## Floor Space Ratio

Nil overlay.



## Aboriginal Heritage

Nil overlay. Refer to Aboriginal Heritage report by Everick.



Site Boundary line	
Existing Buildings	
Demountables & Temporary	
Soft Landscaping	
Dedicated Fields	
Residential Buffer (10M)	
Bus Drop-Off	
Kiss and Drop	
Street Parking	
On-Site Parking	
Noise Source	
Pedestrian Entry Points	
Vehicle Entry Points	
Memorial Garden	
Bush Tucker Garden	
Containers and Gas Tank	
Bus Stop	
Street Name	
Nearby Points of Interest	

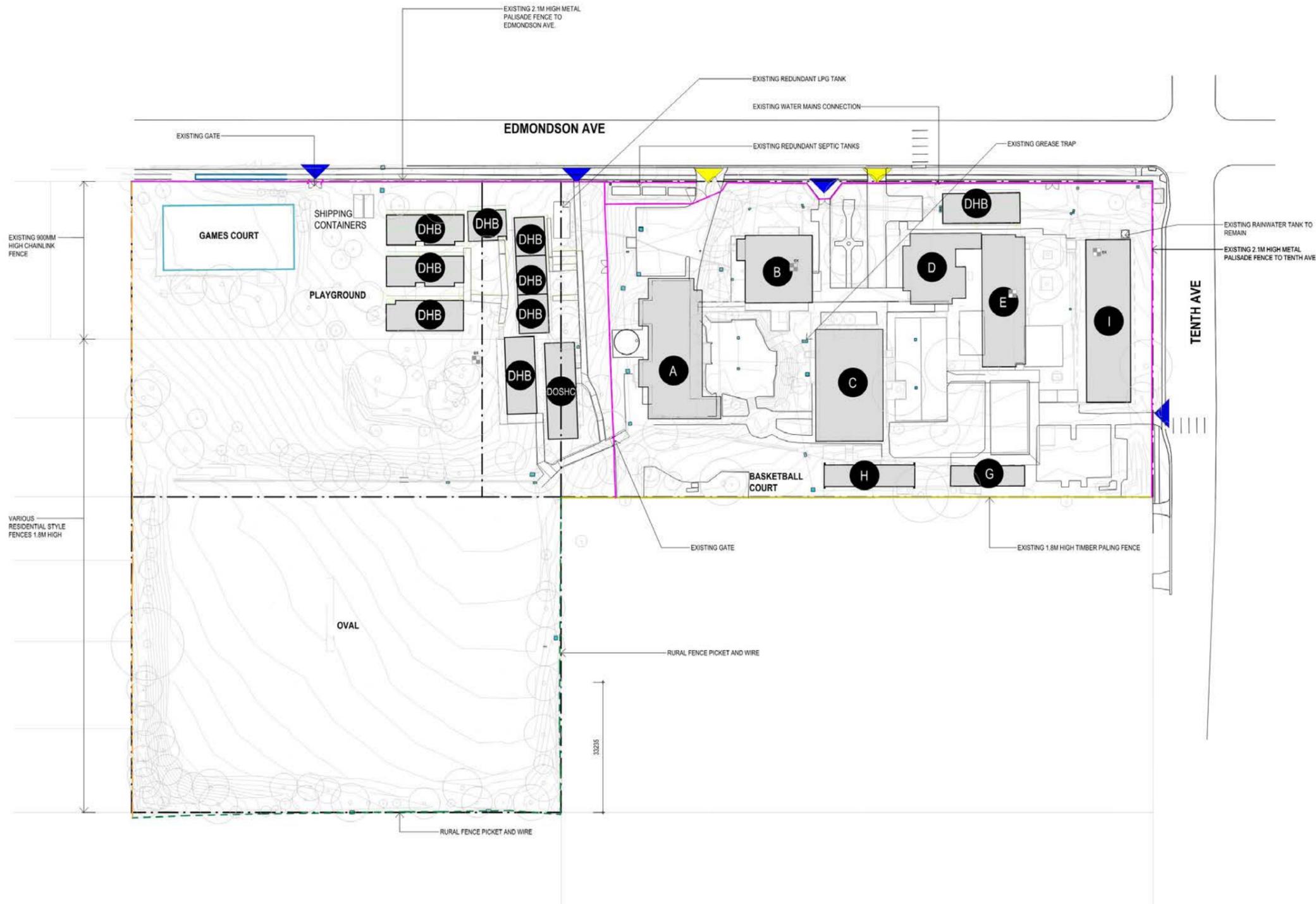
**BIODIVERSITY**

- LOW CONSTRAINT
- MEDIUM CONSTRAINT
- SIGNIFICANT CONSTRAINT

**TREE SIGNIFICANCE**

- HIGH SIGNIFICANCE
- MEDIUM SIGNIFICANCE

Trees labelled A are less than 5m  
 Trees labelled B are dead  
 Trees labelled C are absent  
 Trees labelled R are at risk

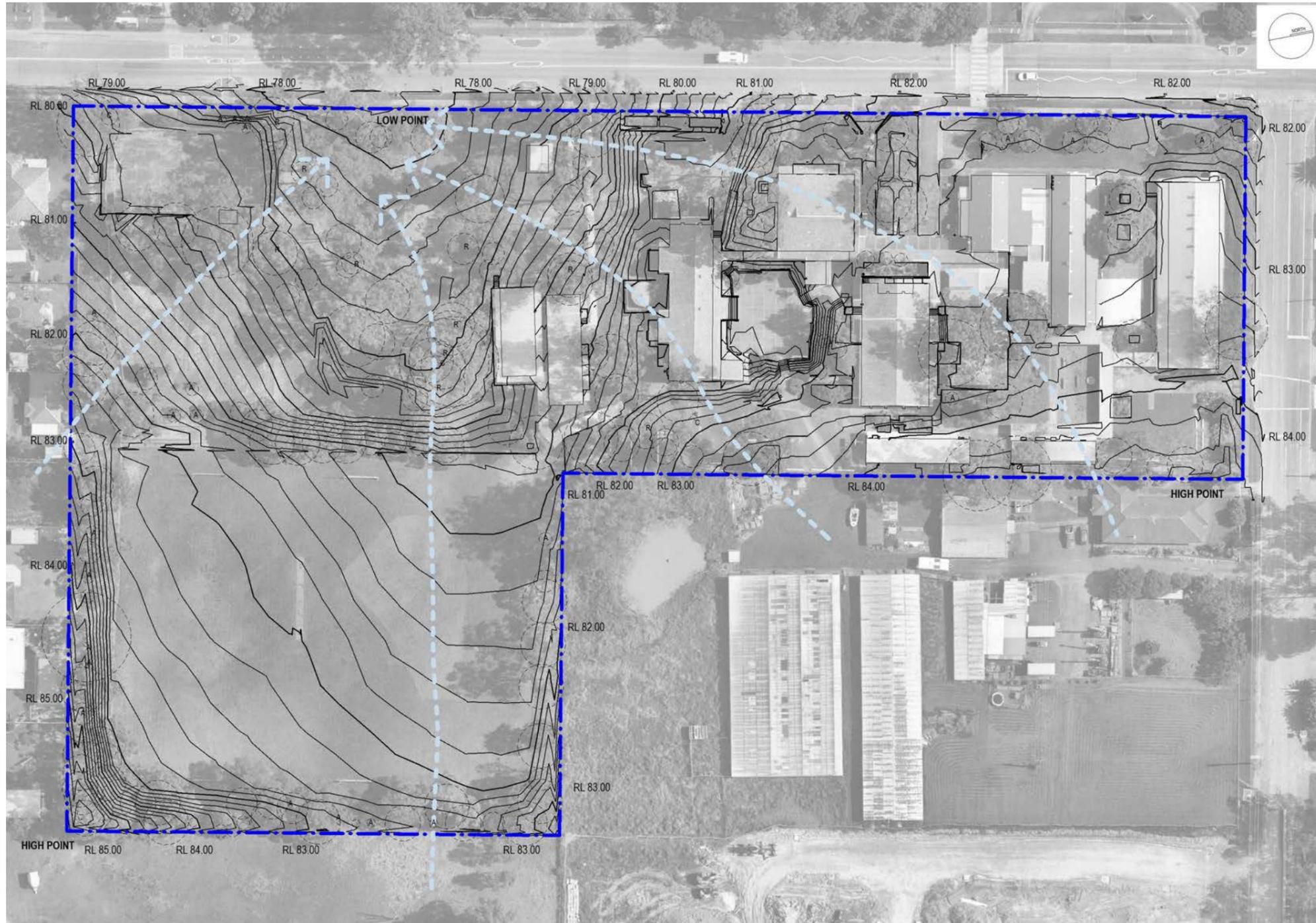


ID	FUNCTION	TS
A	Classrooms	8
B	Administration and Staff, Library	0
C	Hall	0
D	Community Pre-school	0
E	Classrooms	4
G	Toilets	0
H	Toilets	0
I	Classrooms	4
DOHSC	Demountable OSHC	0
DHB	Demountable Teaching Space	2

-  EXISTING BUILDINGS
-  SITE BOUNDARY LINE
-  EXISTING TIMBER PALING FENCE
-  EXISTING METAL PALISADE FENCE
-  EXISTING RURAL FENCE PICKET AND WIRE
-  EXISTING VARIOUS RESIDENTIAL STYLE FENCES
-  EXISTING METAL CHAINLINK FENCE
-  PEDESTRIAN ENTRY POINT
-  VEHICLE ENTRY POINT
-  EXISTING PIT

ELEMENT	AREA (SQM)
SITE AREA	29765
OPEN SPACE *	26207.9
PLAY SPACE	21045.64

\* Includes paved areas, carparks etc



### Topography Description

The site falls toward the west.

The change in level across the site from the eastern boundary adjoining the future recreation zone to the Edmonson Avenue boundary varies between two to three metres.

There is a small gully in the south-west, coincident with the area of significant biodiversity constraint.

2.0 Site Photographs



1 Building A Classrooms, two storey



2 Building B Administration (ground) and Library (first)



3 Building C Hall and Canteen



4 Building D Pre-School



5 Demountable - OOSH



6 Building E Classrooms



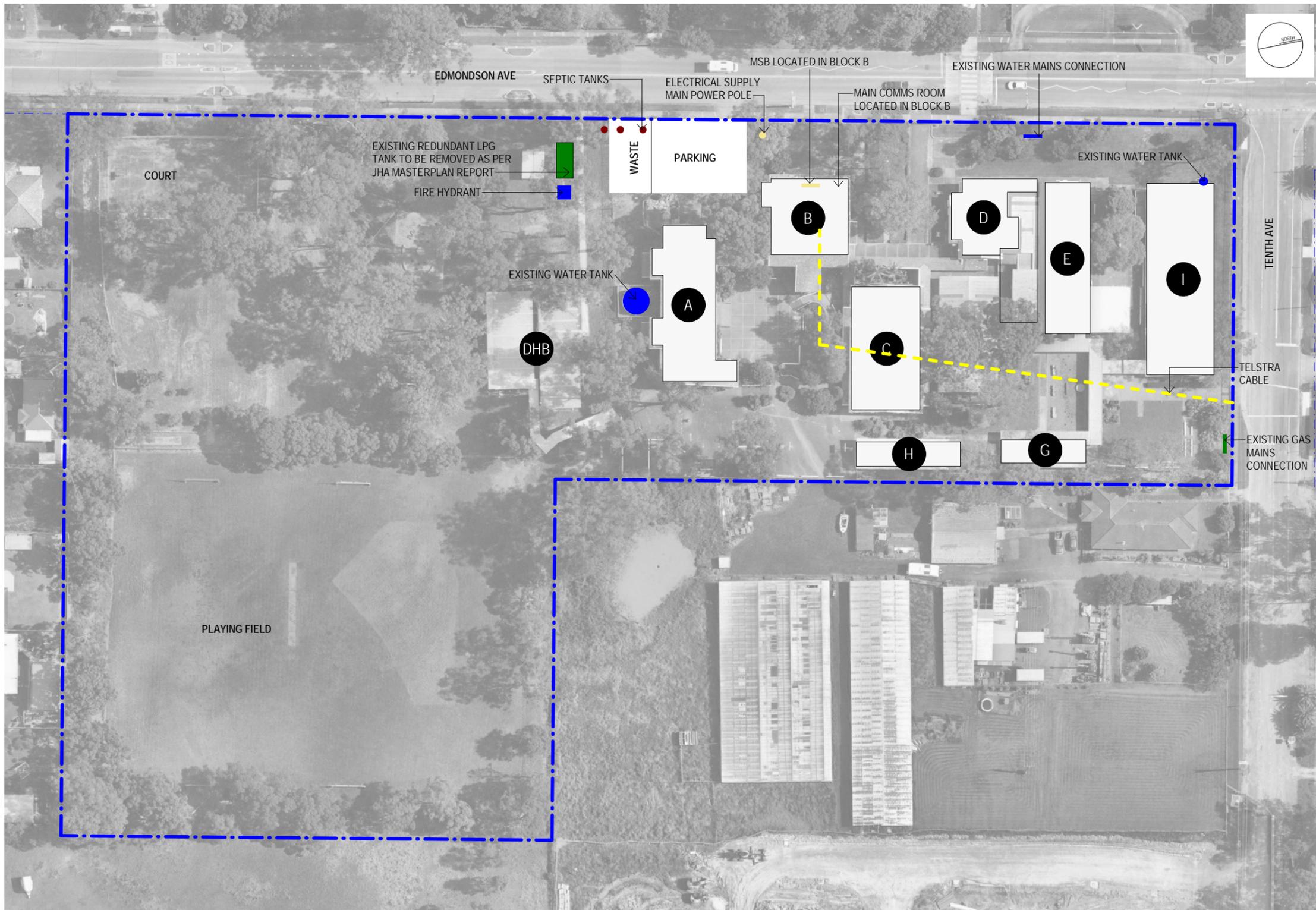
7 Building G Toilets - Infants



8 Building H Toilets - Primary



9 Building I Classrooms (BER)



Indicative Major Site Services Diagram

LEGEND

- HYDRAULICS
- SEWER
- GAS
- ELECTRICAL/COMMS

### Asbestos in Building Fabric

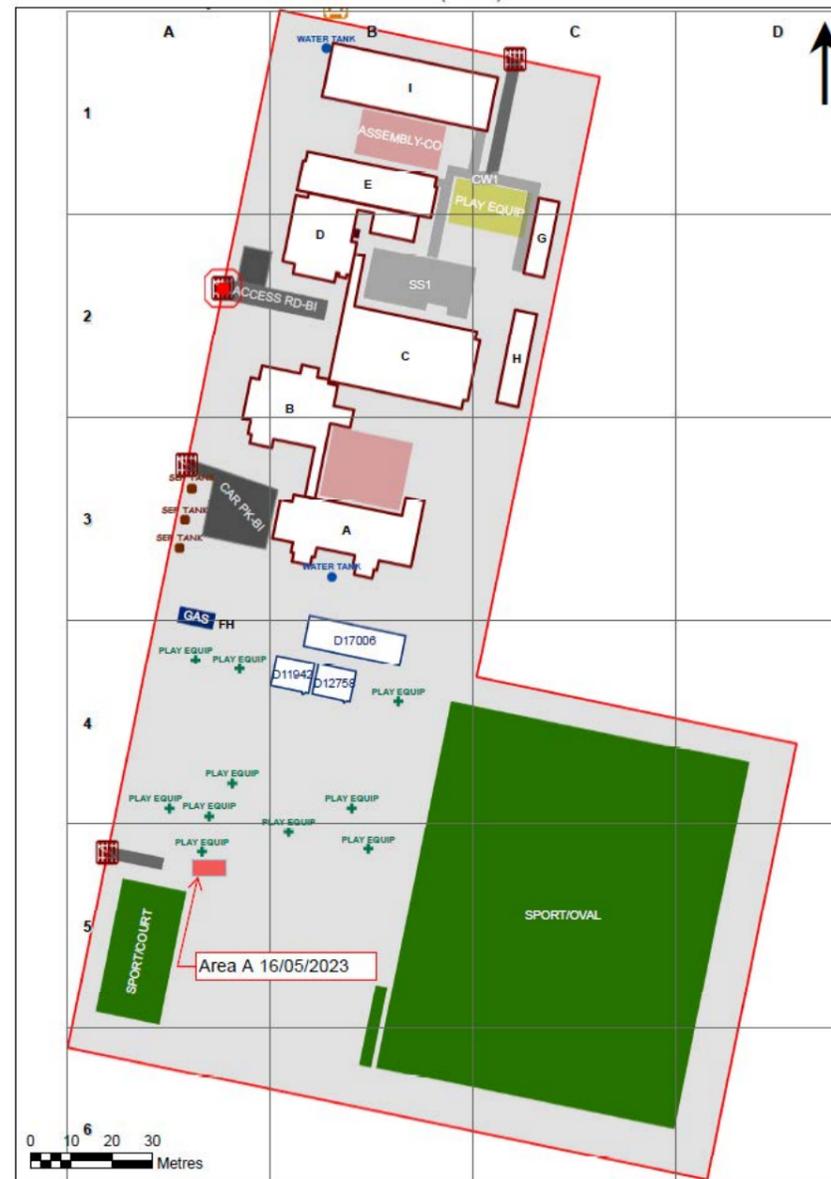
The Department of Education Asbestos Register shows some asbestos contained within existing building material.

Building I marked for refurbishment works is recorded as having no asbestos present.

As such, the minor internal works proposed should not disrupt any existing hazardous building material present on site.

### In grounds Asbestos

WSP's report for the Department of Education showed that asbestos was found on the school site in the south grounds, west from oval, south of mulched playground area. Remediation works were carried out and an asbestos clearance certificate was provided following the successful remediation works. The ongoing risk status is low, however WSP recommend that visual inspections be regularly undertaken to ensure grass cover is adequate at three-monthly intervals as part of the Schools operational management process.



### PFAS

SMEC's report has identified existing PFAS contamination on site. The RFS considers the health risk low and acceptable for primary school students and staff. The RFS is proposing improvement works in the southern part of the school involving excavation of top soil to reduce the mass and potential for ongoing release of PFAS. Refer to the 'Detailed Site Investigation' prepared by SMEC and the 'Remediation Action Plan' prepared by Coffey.

### Gas Pipeline

There is an existing gas pipeline to the East of the site that presents a potential safety risk if it were to rupture. The full bore rupture zone would slightly overlap the Eastern part of the site.

A report was undertaken by Arriscar and their recommendations (relevant to this REF) are as follows:

- 3-storey learning hub to be designed to NCC requirements to withstand a thermal radiation of 6 kW/m<sup>2</sup>.
- School operations Emergency Plan to be updated to include a pipeline rupture scenario.

Section 3.0  
Connecting with Country

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3.0

### Walk on Country

A Walk on Country occurred on 27 June, 2022. Lyn Brown and Uncle Eddie joined School representatives and the design team. Observations made by Lyn and Uncle Eddie are included here.



### Acknowledgment of Country

Austral PS is located in Dharug Land.

This land was a meeting point and rich in food due to the large amount of water surrounding the land. Other nations were invited to this land for food.

The school entry does not currently acknowledge the traditional owners. An approach may be developed by the School, incorporating the Aboriginal flag and interpretive information about the Country.

Indigenous naming of buildings and spaces could be incorporated.

### Dreaming Poles

This installation is located within the school site, near the Administration building.

The Dreaming Poles will be retained on site.



### Bush Tucker Garden

There is a bush tucker garden located near the site boundary at the east. The proposed new pedestrian connection to the south part of the site will likely affect the garden.

It is proposed that a new bush tucker garden be created at the south west within a nature play zone, as part of a larger food garden.



### Meeting/ Gathering Place

A meeting / gathering place should be incorporated in the school expansion.

## CONNECTING WITH COUNTRY:

Conceptual development and site narrative for the Austral Public School signage and wayfinding.

### OVERVIEW:

As a priority, the site narrative aims to establish clear definition of Indigenous links to the school site and surrounds which will inform the development of a wayfinding concept and associated artworks to be incorporated into the signage. The narrative presented here draws upon a study of the site, its physical character and ecological value and a review of material describing the significance of Indigenous culture and history of the Indigenous peoples of the region.

#### 1. Site analysis

The school is positioned in (presently) low density residential, located on undulating, rural, low lying land with a small gully in the south-west, coincident with the area of significant biodiversity constraint.<sup>1</sup> The site is acknowledged as containing no significant native vegetation but does contain species comprising remnant Cumberland Plains Shale Woodland noted as threatened<sup>2</sup>. The original natural environment is not existent on the site due to sustained rural and residential development of the area – less than 10% of the Cumberland Plain Woodland remains<sup>3</sup>. Small stands of high value remnant scrubland is still evident in the surrounding country such as Cessna Reserve.<sup>4</sup>

#### 2. Connecting With Country

Connecting to Country means much more than a connection to land.<sup>5</sup> It evokes the enduring connection to the environment and its role in forming Indigenous, Culture, Community and identity<sup>6</sup> but within the limited scope of this project we are constrained in our ability to capture this in all dimensions. Our goal is therefore to establish a meaningful connection within the context of the school site – whereby the life and culture of Indigenous peoples that occupied the sites can be acknowledged and expressed. The Austral Public School is acknowledged as being on Dharug land – the name Dharug meaning Yam or 'Midyini'<sup>7</sup> (Yam Daisy-*Microseris walteri*<sup>8</sup>) The Dharug or Darug people were the original inhabitants of Western Sydney.

The living environment has a central place in Indigenous culture<sup>9</sup> but also with contemporary western learning strategies<sup>10</sup> –reflecting on the importance and care for the natural world and its inhabitants linking to our wellbeing and its importance to deepening awareness of climate health. Connection With Country imparts to us the importance of this connection to environment and to place – contextualising and making meaningful our place in our society and the wider world.<sup>11</sup>

Although the Austral site provides limited scope to draw substantial connections to original natural environment, there are many opportunities to invoke and activate this relationship

to country through the knowledge of recorded Indigenous culture. To do this we may draw upon a range of conceptual threads centred on name, lifestyle and totems. Through this approach the elements become symbols connecting the students and community to 'country'.

#### 3. Narratives to Connect With Country

At the Austral school site the narratives focus on three sources: **1. Dharug name:** Dharug which can also be spelt Dharukk, Dharoog, Dharrag, Dararrug including numerous other interpretations, came from the word for yam – *Midyini*. Dharug is the *root* or the *Midyini* and of the languages of the Sydney basin<sup>12</sup>. The edible tuberous roots of the Yam Daisy were once a vitally important source of food for Aboriginal Australian people in the southern parts of Australia<sup>13</sup>. Indigenous women would dig for roots with a yam stick or digging stick and carry the roots away in a dillybag or rush basket<sup>14</sup>. **2. Lifestyle:** The Dharug lived off the land, hunting kangaroo and other animals, sometimes catching fish and foraging for plants. They had land-management practices such as firestick farming, gathering only as much food as they needed and scattering seed of their favourite foods to maintain food supplies in a given area. The Darug were effectively the first farmers in the area<sup>15</sup>. **3. Totem animals:** Aboriginal peoples are acknowledged as symbolically applying the habits and characteristics of certain animals to themselves, and, at times, particular animals were also a reference back to particular people or groups of people<sup>16</sup>. The clans of the Gubragal (Gobragal) around present day Liverpool were the people of the black duck '*Yuranga*' and black swan *Mulgu*, taking their names from the voices and songs of both birds<sup>17</sup>. Some of the recognised totem animals are: *Mulgo, Mulgoa* - Black Swan, *Yuranga* - Black Duck, *Wirambi* - Flying fox, *Wuban-Burumin* - Possum. *Wuban-marli* - another name for the Possum, *Mariyong* - *Mariyung* - the word for female emu is also related to *Maugrai*, the male emu which are both interrelated through moiety and traditional rites<sup>18</sup>.

#### 4. Conceptual approach for wayfinding

Wayfinding and signage for the school will primarily serve a functional role supporting the independent movement of visitors and students throughout the site. But it will also provide an opportunity to support Indigenous narratives through the use of symbols, illustrations, colour, imagery and names to support the tangible links to environment and Indigenous history. It is anticipated that a range of features may be incorporated into the signage forms contributing to the activation of space and Connecting With Country.

#### 5. Colour Palette



The proposed colour palette is drawn from the colours of the surrounding Cumberland shale plains woodland<sup>19</sup>.

Note: The cultural information contained in this document and descriptions of Dharug life and practices are drawn from a range of academic, local council, Indigenous and other sources with references to source documents provided. We place great importance on the need for accurate information. The document may benefit from further review by Elders and relevant knowledge holders if available.

## NAME



Yam Daisy – Midyini

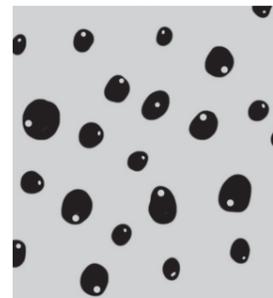


Seeds

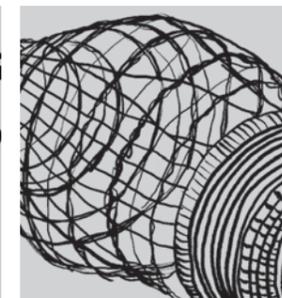


Roots

## LIFESTYLE



Foraging



Fishing



Fire



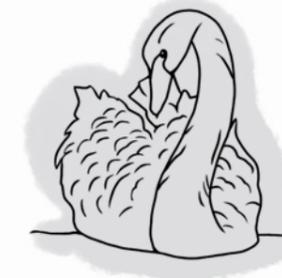
Seeds

## TOTEMS

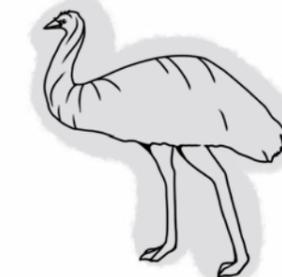
Yuranga: Black Duck



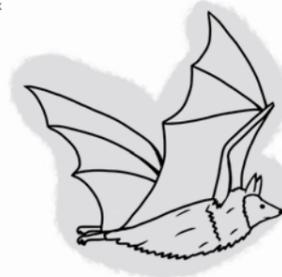
Mulgu: Black Swan



Mariyong: Female Emu



Wirambi: Flying Fox



Wuban-Burumin: Possum



workingimages®

# 4.0

This section illustrates the response to the Design Quality Principles in Schedule 8 of the T&I SEPP and the Design Guide for Schools and describes the rationale behind the proposed design for Austral Public School. We have achieved design quality through site analysis, context analysis, consultation with the PRG and stakeholders, close collaboration with key consultants, and the testing of design options.

# 01

## context, built form and landscape / responsive to context.

The proposed school design is responsive to the surrounding context. Austral Public School is surrounded by a medium density residential area which permits buildings up to 3 storeys in height. As such the new three storey built form is consistent with the surrounding residential buildings.

Aboriginal cultural heritage is recognised in the outdoor space design with the welcome/ acknowledgement and gathering place at the school entry, use of endemic plant and tree species and the potential for Indigenous narrative to be expressed through school signage.

The school building has landscaped setbacks and planted edges providing a green setting for the school and mitigating the visual impact of the new activity on the existing context. The entry is clearly defined and is located at one of the main street frontages.

# 02

## sustainable, efficient and resilient / sustainable, efficient and durable.

The new Learning Hub building has been designed according to the principles of environmentally sustainable activity, through a consideration of orientation, natural ventilation and passive thermal design. Opportunities for cross ventilation within the learning hub design have been maximised through operable windows. Sunshade fins along the building facades provide appropriate levels of shading to prevent unwanted heat gain in summer.

The longevity and adaptability of the school has also been considered. The general learning spaces and learning commons are flexible and open spaces which allow them to be adapted to the changing use requirements of the school.

The cladding utilises impact resistant materials that are responsive to the school's particular needs. The construction detailing ensures that no protruding elements are within the student contact area. The materials selected are long lasting and pre-finished to minimise maintenance.

# 03

## accessible and inclusive.

Austral Public School is welcoming and inclusive with a ground level walkway that signifies the path of entry into the administration block. A lift has been provided in the new Learning Hub and a level ground plane allows accessibility for all site users. Provision has been made for a signage suite which will assist in wayfinding around the school and also presents connecting with country incorporation opportunities.

# 04

## health and safety.

The main play space remains in its current location and is enclosed with an existing perimeter fence, including to the carpark area, ensuring that children are prevented from running onto the road unattended. Sightlines and passive surveillance have been considered in the placement of new buildings.

## 05

### amenity / functional and comfortable.

The layout and composition of the proposed school has been designed in collaboration with key community stakeholders to ensure the school meets the needs of the end users and affords a high level of amenity and utility. The overall building design ensures that provision of natural light, ventilation and good acoustics creates a healthy and safe learning/teaching environment. The general learning spaces have a positive visual outlook to natural landscaped areas and a diverse range of outdoor and indoor learning spaces have been provided to facilitate a range of flexible learning options. The play space achieves the minimum 10m<sup>2</sup> per student required. The learning spaces will be fitted with the latest ICT/AV equipment to facilitate contemporary learning practices.

## 06

### whole of life, flexible and adaptive.

The new Learning Hub design can be flexible and adaptive to the individual needs of the school. The collaborative learning commons space and the library facilitates a range of learning styles and group sizes. The grid layout also allows for future reconfigurations as the use needs of the school may change.

## 07

### aesthetics / visual appeal.

The aesthetic composition of the school was considered with regards to creating a balanced and regular rhythm in the placement of cladding joints and pops of colour on the new Learning Hub's elevations. The colour palette is neutral and consistent with the school's natural setting, punctuated with playful blue accents.

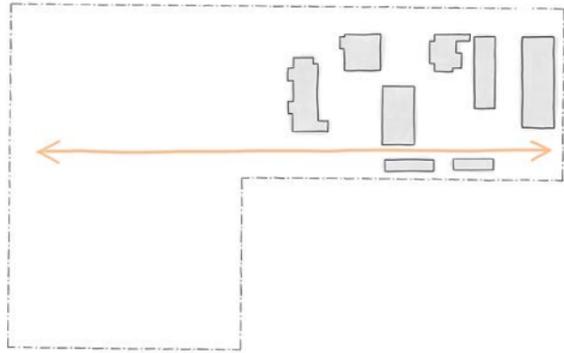
## Section 5.0 Design

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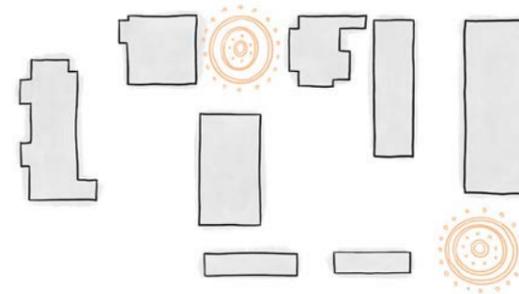
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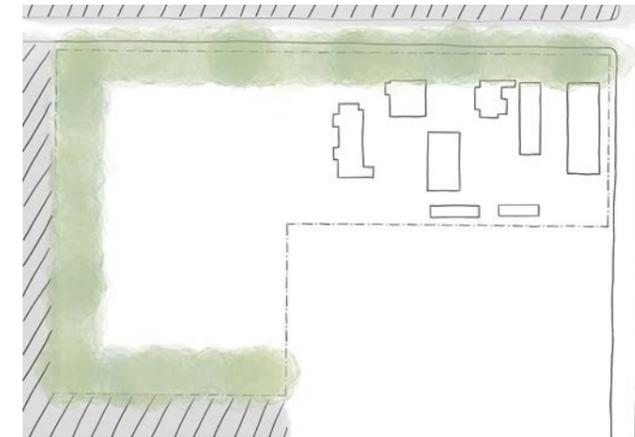
# 5.0



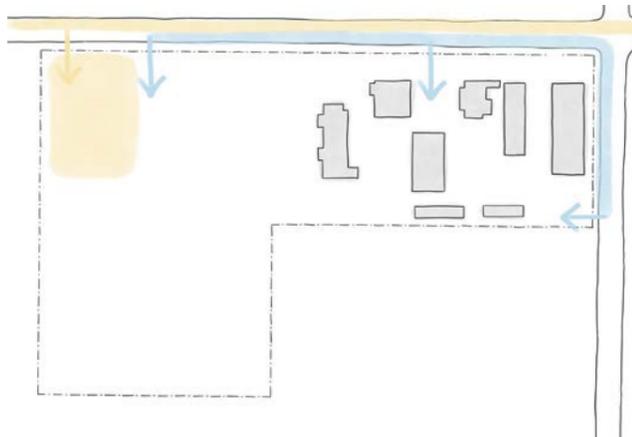
Create a circulation spine connecting the north and south parts of the school site.



Integrate welcome / acknowledgment of country and meeting / gathering place.



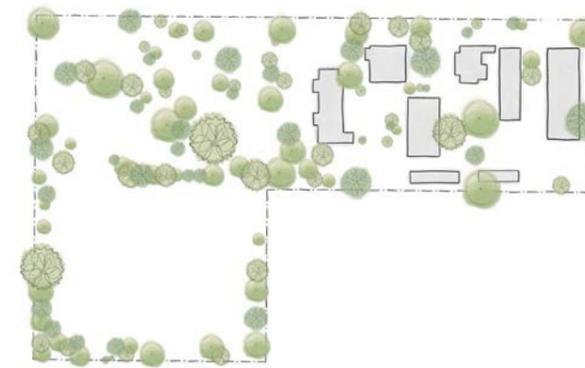
Provide a landscape buffer zone to adjoining residential properties.



Ensure separation of pedestrians and vehicles



Preserve significant vegetation communities.



Preserve significant individual trees



aerial view of whole site.



view across carpark to proposed learning hub.



view to rear facade of proposed learning hub.



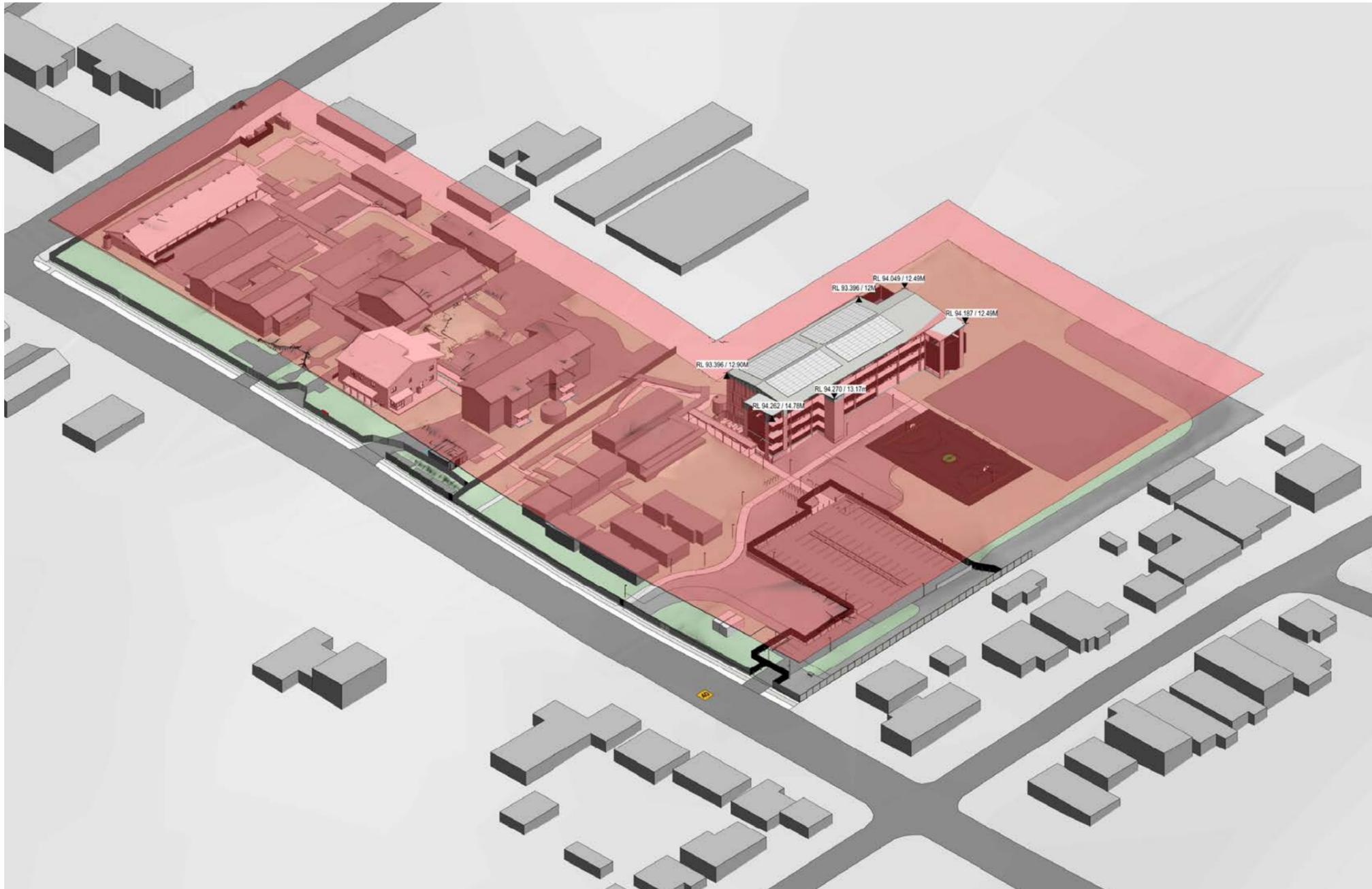
view across play field to proposed learning hub.



view of batten screen and covered staircase.



view of planting and covered walkways.



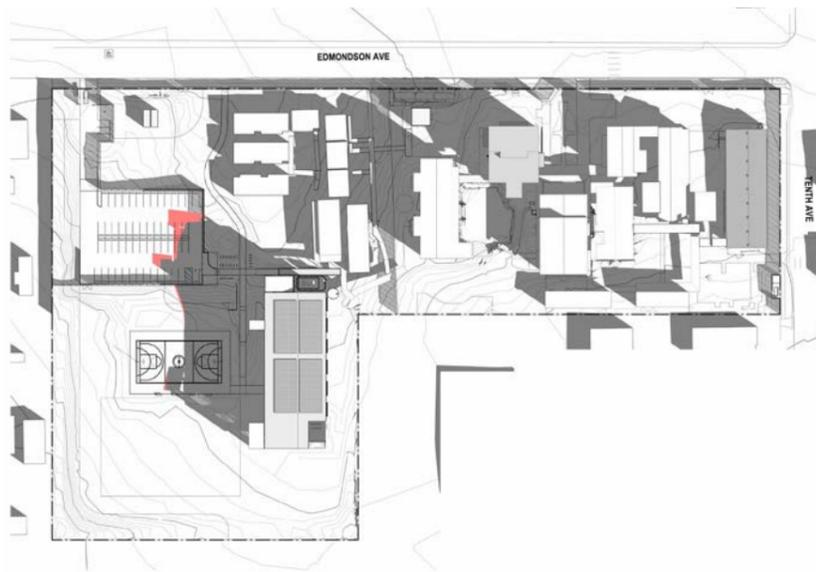
### Height Plane

The area shown above the red cut plane on the height plan diagram indicates the area of the proposed building that is over the 12 metre Council height limit, with the highest point of the building being RL 94.262 / 14.78m.

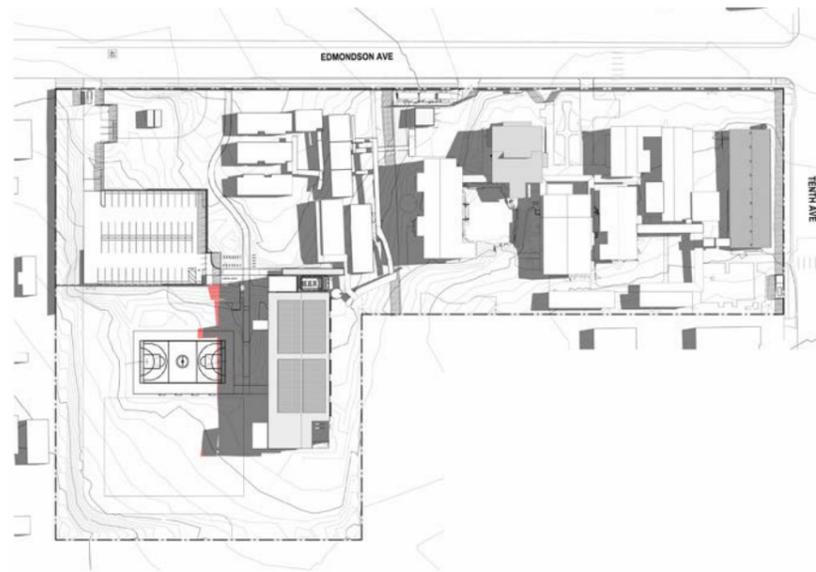
 12 METRE HEIGHT LIMIT



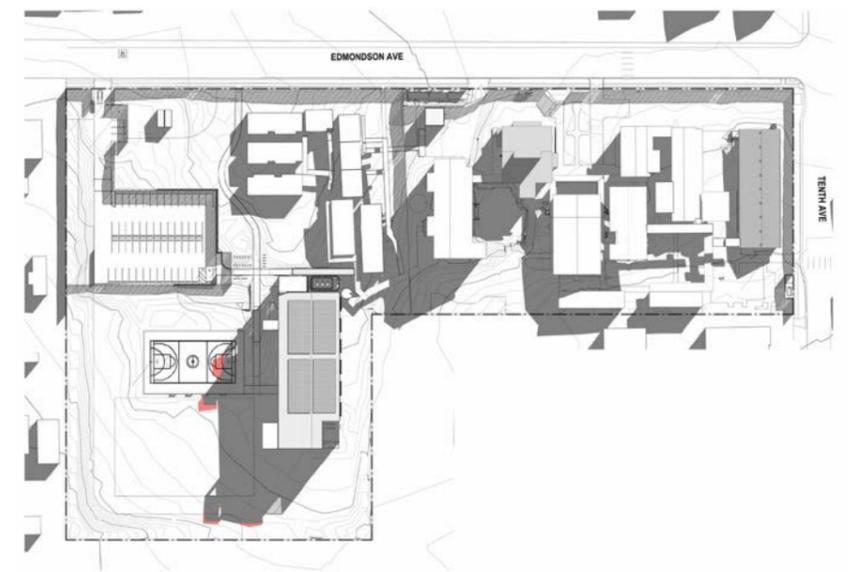
 12 METRE HEIGHT LIMIT



9am



12pm

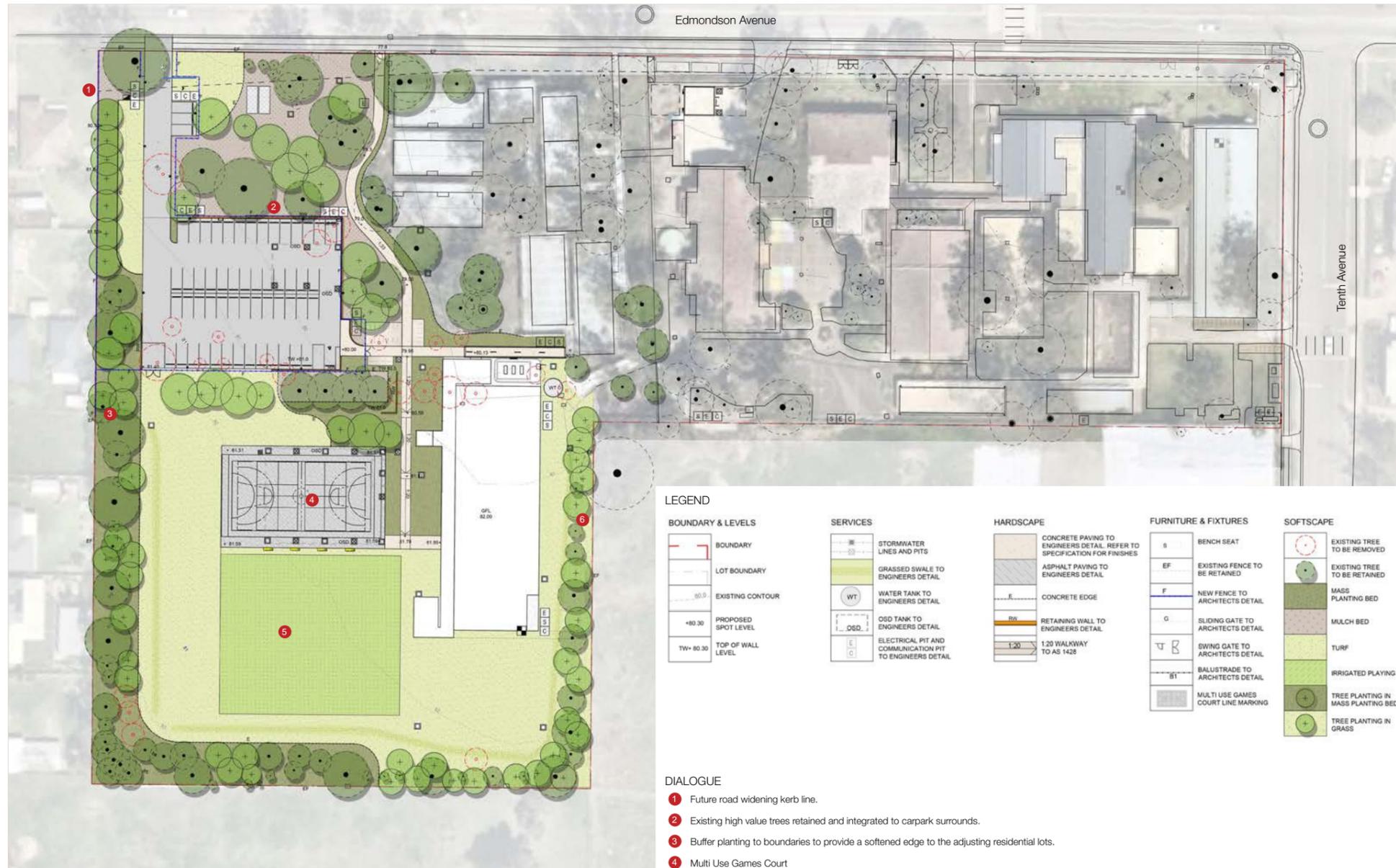


3pm

**Overshadowing Study**

The red shadow shows the addition overshadowing generated by the portion of the building that is above the 12 metre height plane. This analysis is repeated at 9am, 12pm and 3pm on the 21st June (Winter Solstice) to show additional overshadowing throughout the day.





### Landscape Concept

The plant species for the Austral Public School have been carefully selected from Cumberland Shale Woodland ecological community, which provides a wealth of colour, texture and scent. Endemic species are used to strengthen Connection to Country and begin to restore biodiversity. Accent flowering plants include the Midyini (Yam daisy) which has significance to Dharug owners of the land who gathered and cultivated the species for its edible tubers.

Endemic flowering groundcovers will provide a colourful entry to the school that celebrates indigenous plants and Aboriginal heritage. In other parts of the school where students engage in productive food gardening, these endemic species provide opportunities to learn about traditional and contemporary Aboriginal culinary culture. Species for the carpark retain the native character with trees strategically and safely placed to provide the greatest amount of shade.

A smaller selection of native and exotic species complements the palette with seasonal interest. Deciduous trees have been selected to provide shade and colour and acknowledge the multicultural nature of the community with species selected from Asia, Europe and Australia.

## Crime Prevention Through Environmental Design

CPTED consists of four (4) universal design principles which are aimed at assessing crime risk and reducing preventable risk before any activity is approved. The proposed activity has been designed having regard to the CPTED principles.

# 01

## territorial re-enforcement

The Site has frontage to the public domain on Edmondson Ave to the west and Tenth Ave to the north. The primary entry is accessed off Edmondson Ave with the secondary entry off Tenth Ave. The site is fenced in accordance with the Department of Education (Security SSU) requirements therefore delineating ownership and access. The entry points are clearly defined by built form and signage and encourage access to the site through controlled points.

# 02

## surveillance

The principles relating to surveillance relate to spaces in public areas where people can see and interact with others. The proposal, with its clear circulation paths, promotes strong natural surveillance of both the public domain and the interior of the site. During weekend and after-hours periods, the site will be secured with site fencing and the buildings fitted with a Back to Base Alarm System. Further, the external lighting for night-time crime deterrence has been designed to the relevant Australian Standard & SSU requirements.

# 03

## access control

The proposed activity proposes to utilise fencing to all boundaries, with gates to provide access control. Fencing around the boundary of the site will not restrict surveillance opportunities and will be constructed of optically permeable materials in accordance with EFSG.

# 04

## space/activity management

The proposed activity achieves this through the design of the building orientated to promote the use of interior open spaces protected from the public domain. During school operation, the students will be contained generally to the interior of the site. Graffiti resistant materials are used wherever practicable to assist in removal.

### New Learning Hub Exterior Materials Palette

The NEW building will follow contemporary school precedents, using a mix of face brickwork and sheet wall cladding with metal roofing.

The colour palette will be predominantly neutral, light to medium tones. Sunshade elements will provide accent colour. Stairs will include colour for wayfinding.

1 - Fascia, Gutters, Downpipes and Roof Capping

2 - Metal Roof Sheeting

3 - General Powdercoat Colour

4 - CFC General Wall Colour

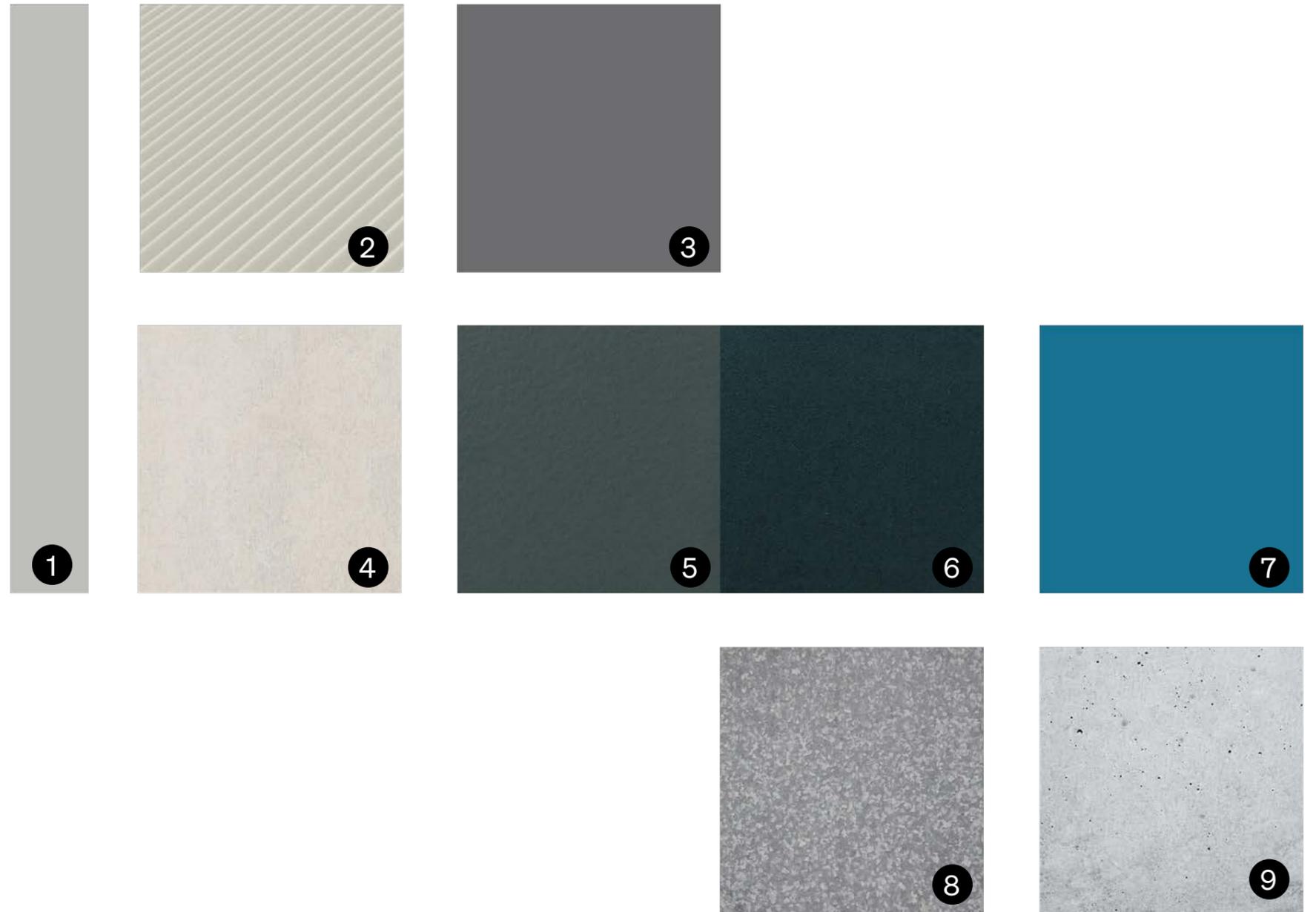
5 - CFC Feature Wall Colour 1

6 - CFC Feature Wall Colour 2

7 - Feature Powdercoat Colour

8 - Galvanised Metal Elements

9 - Concrete



# WAYFINDING STRATEGY

THE STRATEGIES ARE DRAWN IN RESPONSE TO THE SITE DYNAMICS, USER REQUIREMENTS AND CONTEMPORARY WAYFINDING PRINCIPLES



Note: Site plan NTS, and is indicative only. Final Locations to be confirmed with resolved site plans

## 1.0 SITE ANALYSIS: Circulation and Nodal Points

The above diagram identifies **Circulation Pathways**: tracing the movement of users throughout the site, **Nodal points**: highlighting the intersection of circulation pathways and therefore the location of signage forms and according to the scale of the nodal point and the level of information required, **Primary destinations**: which forms the basis for navigation throughout the site and **Primary site lines**: which influences the location of Type 2 Block signage and Entry signage. These four factors will guide the location and development of a signage system.



TYPE 1	TYPE 2	TYPE 3	TYPE 4	TYPE 5	TYPE 6	TYPE 7	TYPE 8	TYPE 9	TYPE 10
<b>ENTRY BOLLARD</b>	<b>BLOCK SIGNAGE</b>	<b>DIRECTIONAL PLINTH</b>	<b>DIRECTIONAL PLAQUE</b>	<b>DOOR SIGNAGE</b>	<b>FLOOR NUMBERS</b>	<b>SUPER GRAPHICS</b>	<b>STATUTORY SIGNAGE</b>	<b>EFSG</b>	<b>LIFT PLAQUES</b>
STAGE 2	STAGE 1	STAGE 1	STAGE 1	STAGE 1	STAGE 2	STAGE 2	STAGE 1	STAGE 1	STAGE 2
NOT INCLUDED IN STAGE					NOT INCLUDED IN STAGE	NOT INCLUDED IN STAGE			NOT INCLUDED IN STAGE
<b>IDENTIFICATION</b>	<b>IDENTIFICATION</b>	<b>DIRECTIONAL</b>	<b>DIRECTIONAL</b>	<b>IDENTIFICATION</b>	<b>IDENTIFICATION</b>	<b>ARTWORK</b>	<b>COMPLIANCE</b>	<b>COMPLIANCE</b>	<b>INTERPRETIVE</b>
Supports the clear identification and branding of the school at main entry visible on both approaches.	Supports the clear identification and branding of school blocks visible from the central grounds within the school.	Ensures provision of high level information supporting navigation to and from primary destinations within the site.	Ensures provision of detailed information supporting navigation to and from secondary destinations within the site if required.	Signage system that supports the clear identification of classrooms detailing the floor level and room number.	Signage system that supports the clear identification of floor levels in each building adjacent to vertical circulation.	A site specific, large scale graphic design from site narrative that contributes to site aesthetics, branding and placemaking.	Ensures compliance throughout site with BCA and DDA codes.	Ensures compliance throughout site with EFSG.	Ensures provision of high level information supporting navigation between blocks within the site if required.
300mm x 500mm x 180mm	900mm x 900mm x 50mm	2200mm x 400mm x 50mm	1250mm x 400mm x 50mm	300mm x 250mm	600mm x 800mm	2700mm x 900mm	Various as National Specification	Various as National Specification	600mm x 400mm
27 sided sign form with graphics to face. Powder and graphics to be durable powder coated paint finish. Dimensioned lettering to the front and reverse sign face from 10mm aluminium finished in durable powder coated paint finish. Engineering and footing details to be resolved.	1 x sided sign form with graphics to sign face. Sign face as 3mm aluminium sheet finished with durable powder coated paint finish with concealed fixing to SHS galvanized frame. Dimensioned lettering in 10mm aluminium finished in durable powder coated paint finish.	2 x sided sign form with graphics to front and reverse faces. Sign face as 3mm aluminium sheet finished with durable powder coated paint finish, concealed fixed to internal 50mm SHS galvanized frame. Graphics to sign face with clear protective coating over to seal. Engineering and footing details to be resolved.	Sign face as 3mm aluminium sheet, finished with durable powder coated paint finish, concealed fixed to internal 50mm SHS galvanized frame. Graphics to sign face with clear protective coating over to seal. Directional text to meet EFSG SG-581 minimum size compliance 15mm.	A. Room name small. B. Room name large / Classroom cluster. C. Room number. D. AMS facilities code. Sign forms mechanically fixed to wall or glazed surface. Graphics to sign face with clear protective coating over to seal.	1 x sided sign form with graphics to front face only. Letters to be cut from 6mm aluminium finished with durable powder coated paint finish. Base plate mechanically fixed to wall surface with sign face mechanically fixed to base plate.	Graphics to be digitally created via vectorisation to synthetic wallpaper product such as 2M. Require drops in 1200 or 1500mm width to full height of wall. Require means to conceal ends of graphics to avoid lifting or peeling.	1 x sided sign form with graphics to face. Sign face as 4mm aluminium sheet finished with durable powder coated paint finish with concealed fixing. Graphics to sign face as vinyl with clear protective coating over to seal.	1 x sided sign form with graphics to face. Sign face as 4mm aluminium sheet finished with durable powder coated paint finish with concealed fixing. Graphics to sign face as vinyl with clear protective coating over to seal.	1 x sided sign form with graphics to face. Sign face as 4mm aluminium sheet finished with durable powder coated paint finish with concealed fixing. Graphics to sign face as vinyl with clear protective coating over to seal. Directional text to meet EFSG SG-581 minimum size compliance 15mm.

## 1.1 WAYFINDING STRATEGY

**PRIMARY OBJECTIVES:** The primary objective for the wayfinding is to facilitate the autonomous navigation and movement throughout the site of a range of users supporting a positive visitor experience.

**USER GROUPS:** The signage will support a range of user groups comprising students, parents, staff and broader community. It is expected that the requirements will be higher for first time visitors to the site and as familiarity increases with subsequent visits the dependence upon information and signage will decrease.

**CIRCULATION AND NODAL POINTS:** A range of circulation pathways are evident within the site typically tracing the movements from a number of entries to a range of key destinations. As the school site contains no through vehicular access the signage will preference pedestrian movement and, where relevant, guide visitors through the site from designated car parks. A high reliance on directional information (to/from destinations) is typical at circulation nodal points which are characterised by: 1. transitions between spaces and zones: ie public/school & internal/external, 2. transition between transport modes: ie vehicular/pedestrian, and 3. at the intersection of circulation pathways. To support good site navigation a range of signage is required that accommodates a range of varying types and scale of information

providing clear identification of destinations throughout the site and the movement between them. Primary site lines are noted in the heart of the school grounds and main entry that will guide location of entry signage and situation of high level block signage.

**INTEGRATED SIGNAGE SUITE:** A draft, functional signage suite is detailed above that responds broadly to the site narrative and to the specific site conditions and staging. The suite consists of a set of scaled forms, categorised as either directional or identification, that respond to the identification and navigation to and from a range of primary and secondary destinations.

**MATERIALS, AESTHETICS AND FORM:** Whilst the design of signage satisfies primarily functional requirements and will preference the autonomous navigation of visitors throughout the site, it is important also that the signage respond to the architectural, material and spatial scale and consider this in its design, materiality and construction. The signage will importantly contribute to the sense of place and strengthen the site narrative.

**BRAND AND SIGNAGE:** A secondary though important function of a signage system is to appropriately brand the site. At a basic level this means the clear representation of the school brand but also to reflect the aspirations, character and positioning of the school through its design. This will be further developed with user groups.

Pedavoli  
Architects

Sydney Office

Level 2  
458-468 Wattle Street  
Ultimo NSW 2007

Melbourne Office

Suite 205  
20-22 McKillop Street  
Melbourne VIC 3000

Contact Details

+61 2 9291 0000  
[enquiries@pedavoli.com.au](mailto:enquiries@pedavoli.com.au)  
[pedavoli.com.au](http://pedavoli.com.au)