

# LEPPINGTON PUBLIC SCHOOL UPGRADE

Architectural Design Statement  
February 2025



144 Rickard Road  
Leppington, NSW



Document Details

Revision History

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Introduction

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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 Leppington Public School (LPS) (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 “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.

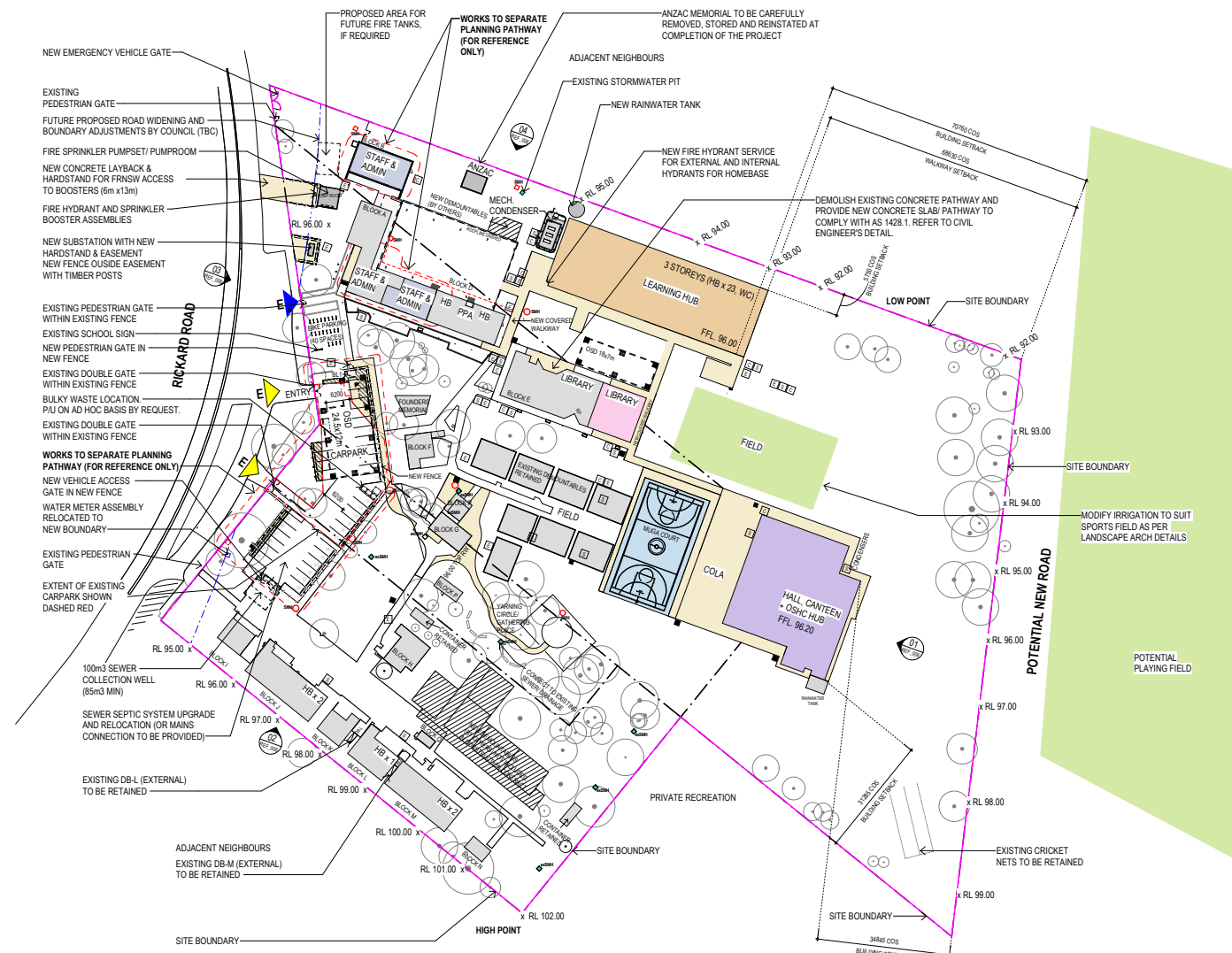


## Proposed Activity Description

The proposed activity involves upgrades to the existing LPS, including the following:

- Demolition of existing structures and trees;
- Erection of a new 3-storey teaching space along the northern boundary that includes 20 permanent teaching spaces and 3 support teaching spaces;
- Erection of a new single storey building comprising of a hall, canteen and OSHC hub towards the eastern boundary of site;
- Extension of the existing library (Building E) and adjoining playground;
- Upgraded sports and play facilities;
- Erection of a substation and upgrades to site services;
- Landscaping.

The intent of the activity is to allow for upgrades to LPS that will provide a 'CORE 35' school standard in line with the Educational Facilities Standards and Guidelines (EFSG). The activity will increase the capacity of the school from 430 to 621 students.





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Site

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2.0



### Site Description

LPS is located at 144 Rickard Road, Leppington on the eastern side of Rickard Road, north of Ingleburn Road and south of Byron Road. The site has an area of 3.013 ha and comprises 4 allotments, legally described as:

- Lot 1 DP 127446
- Lot 1 DP 439310
- Lot 38E DP 8979
- Lot 39C DP 8979

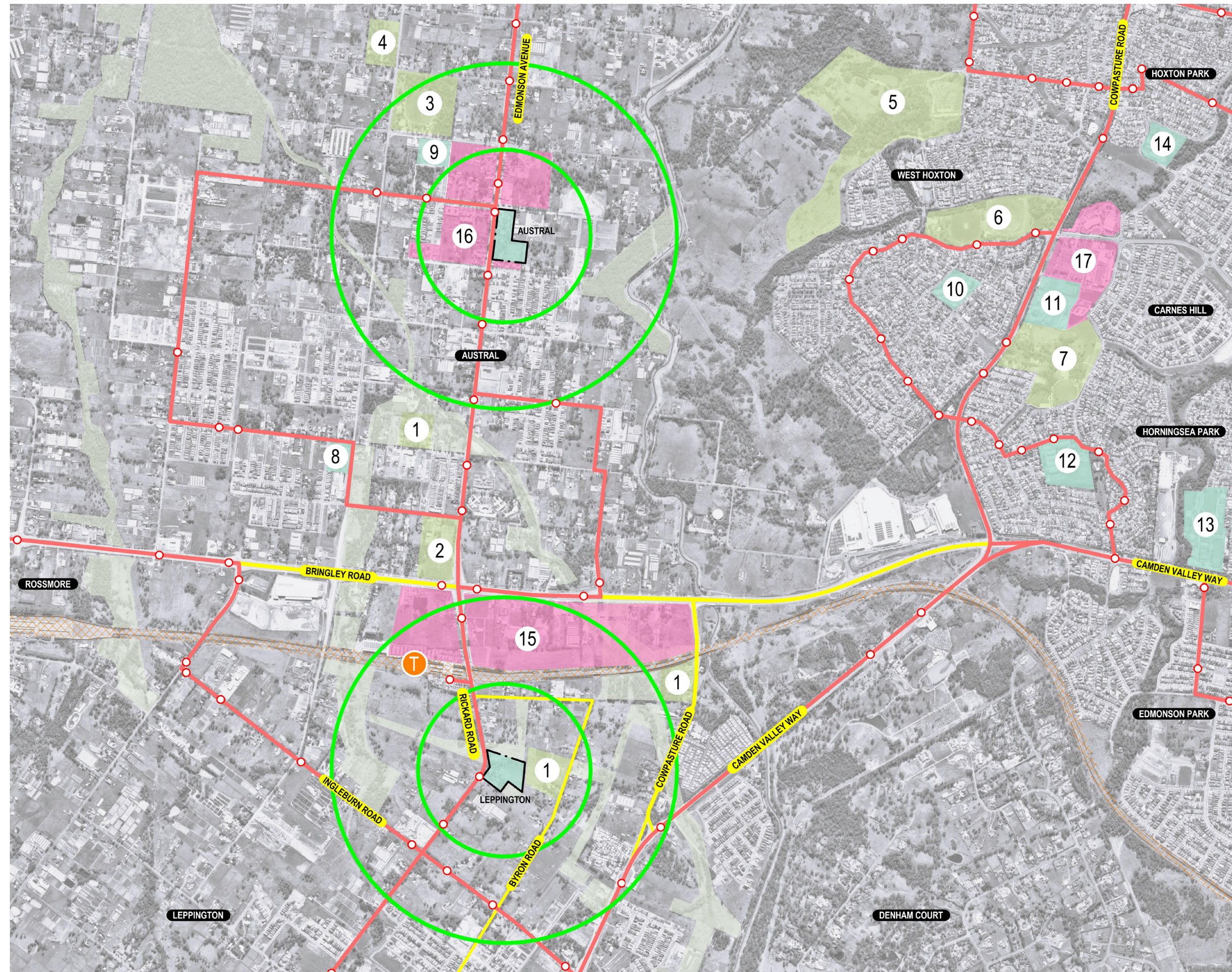
The site currently comprises an existing co-education primary (K-6) public school with:

- 14 permanent buildings;
- 11 demountable structures (including 2 male/female toilet blocks);
- interconnected paths;
- covered walkways;
- play areas; and
- at-grade parking.

The site also contains locally listed heritage buildings along its southern boundary.

The buildings are 1 storey in height and there is a sports oval in the eastern portion of the site. The existing buildings are clustered in the north-western part 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

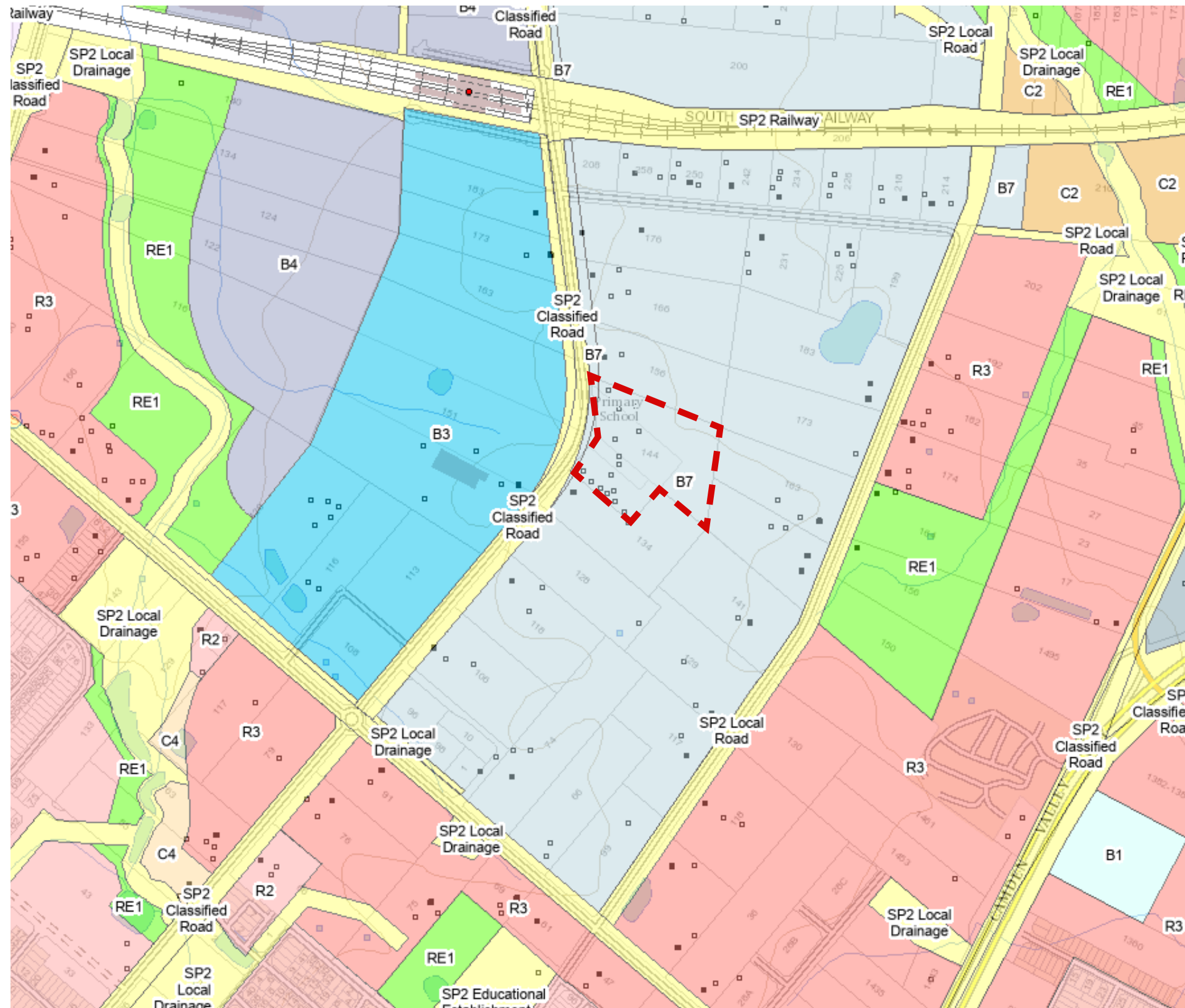
## TOWN CENTRES

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	
B3 - Commercial Core	
B4 - Mixed Use	
B7 - Business Park	
SP2 - Infrastructure Classified Road	
SP2 - Infrastructure Local Drainage	

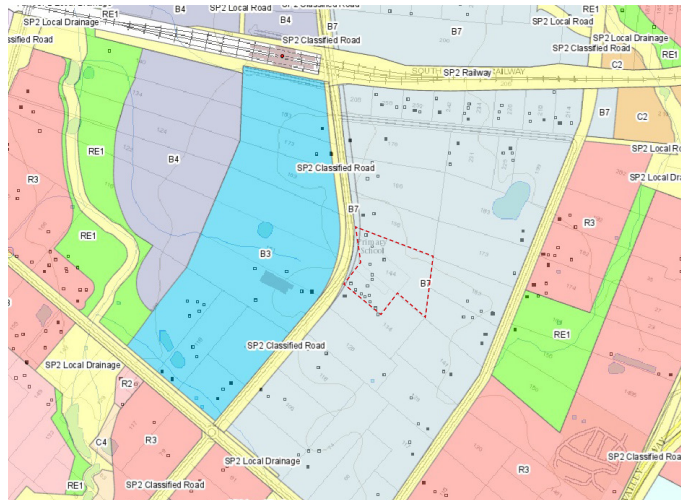
The school's current zoning is B7 Business Park.

SOURCE: NSW EPLANNING SPATIAL VIEWER



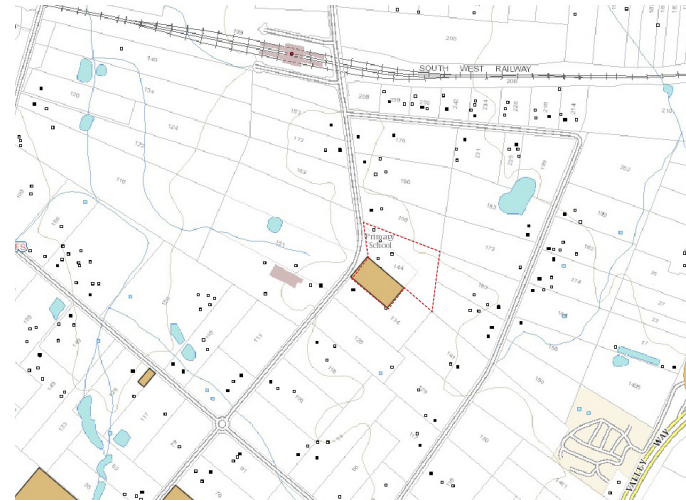


SOURCE: NSW EPLANNING SPATIAL VIEWER



## Zoning

The site is comprised of four (4) lots:  
 1/-/DP439310  
 39C/-/DP8979  
 1/-/DP127446  
 38E/-/DP8979  
 The Land Zoning Diagram shows the school site is located within a B7 Business Park zone. Refer to Planning report by Gyde.



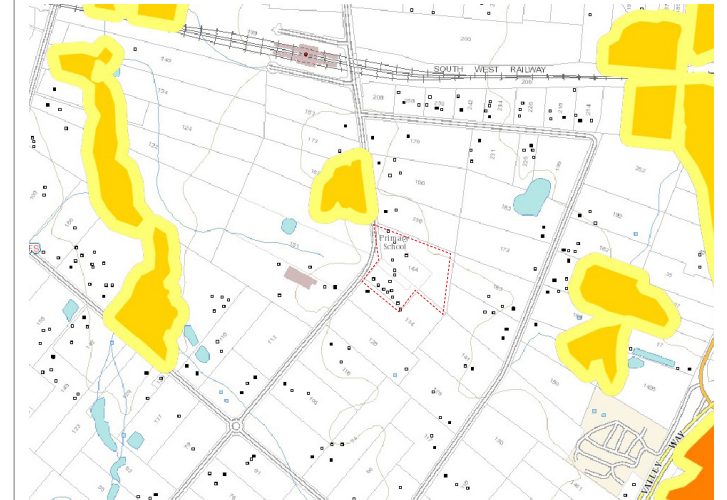
## Heritage

The southern-most lots are affected by a local heritage listing. All proposed activities within the site are be subject to a Statement of Heritage Impact to ensure no impact to heritage significance, this is although the activity will not be within the heritage portion of the site. Reffer to Built Heritage report by EMM.



## Biodiversity

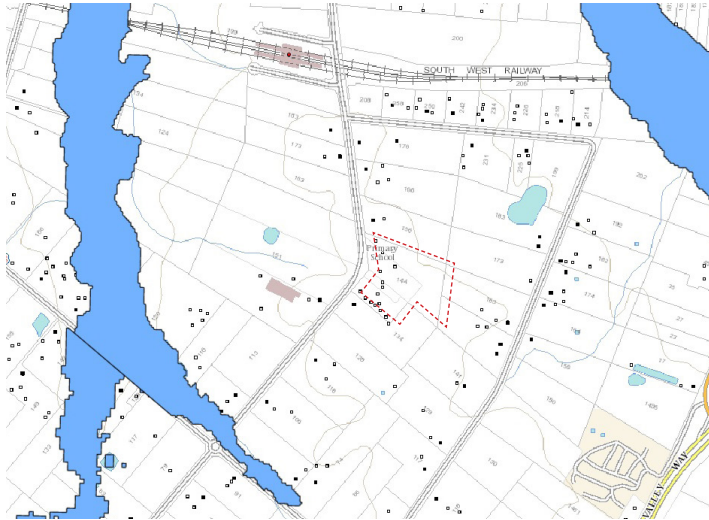
The site is not mapped as comprising biodiversity values, however the project's Ecology consultant has identified the presence of PCT 849 (Cumberland shale plains woodland) on the site along with other areas of signifigance that should be avoided if possible. The site is also within the South West Growth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



## Bushfire

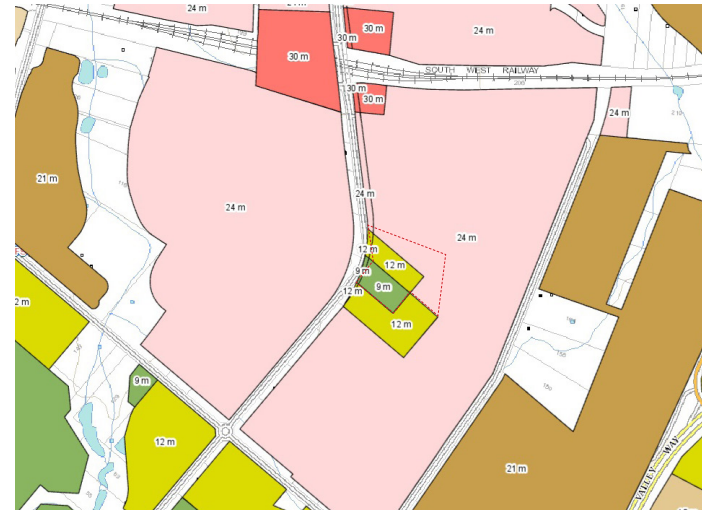
Nil overlay. Refer to Bushfire report by Blackash Bushfire Consulting.

SOURCE: NSW EPLANNING SPATIAL VIEWER



Flooding

Nil overlay.



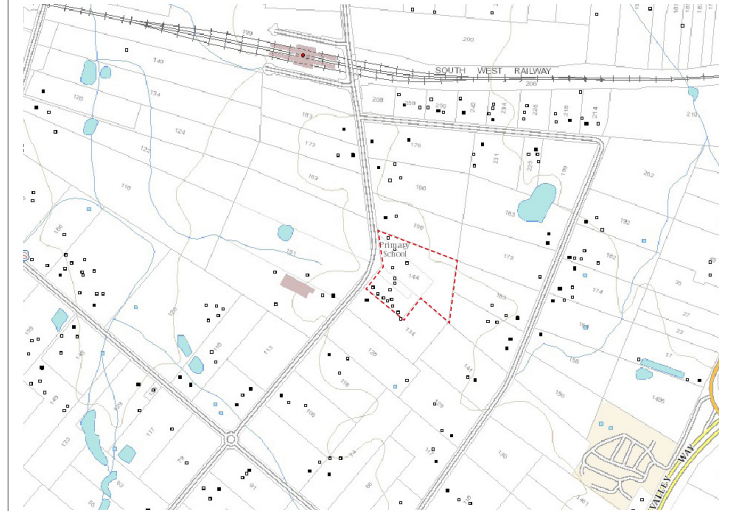
Height of Buildings

The Height of Buildings diagram shows 9m, 12m and 24m height limit for various lots.



Floor Space Ratio

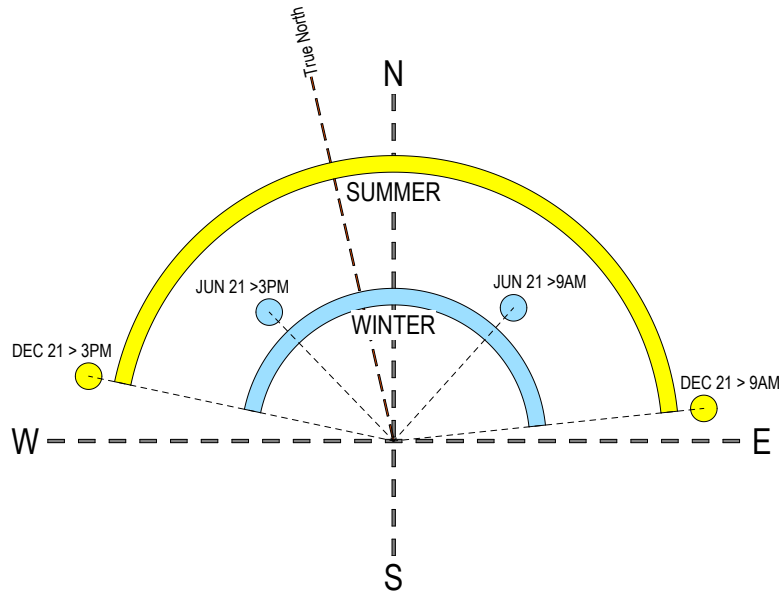
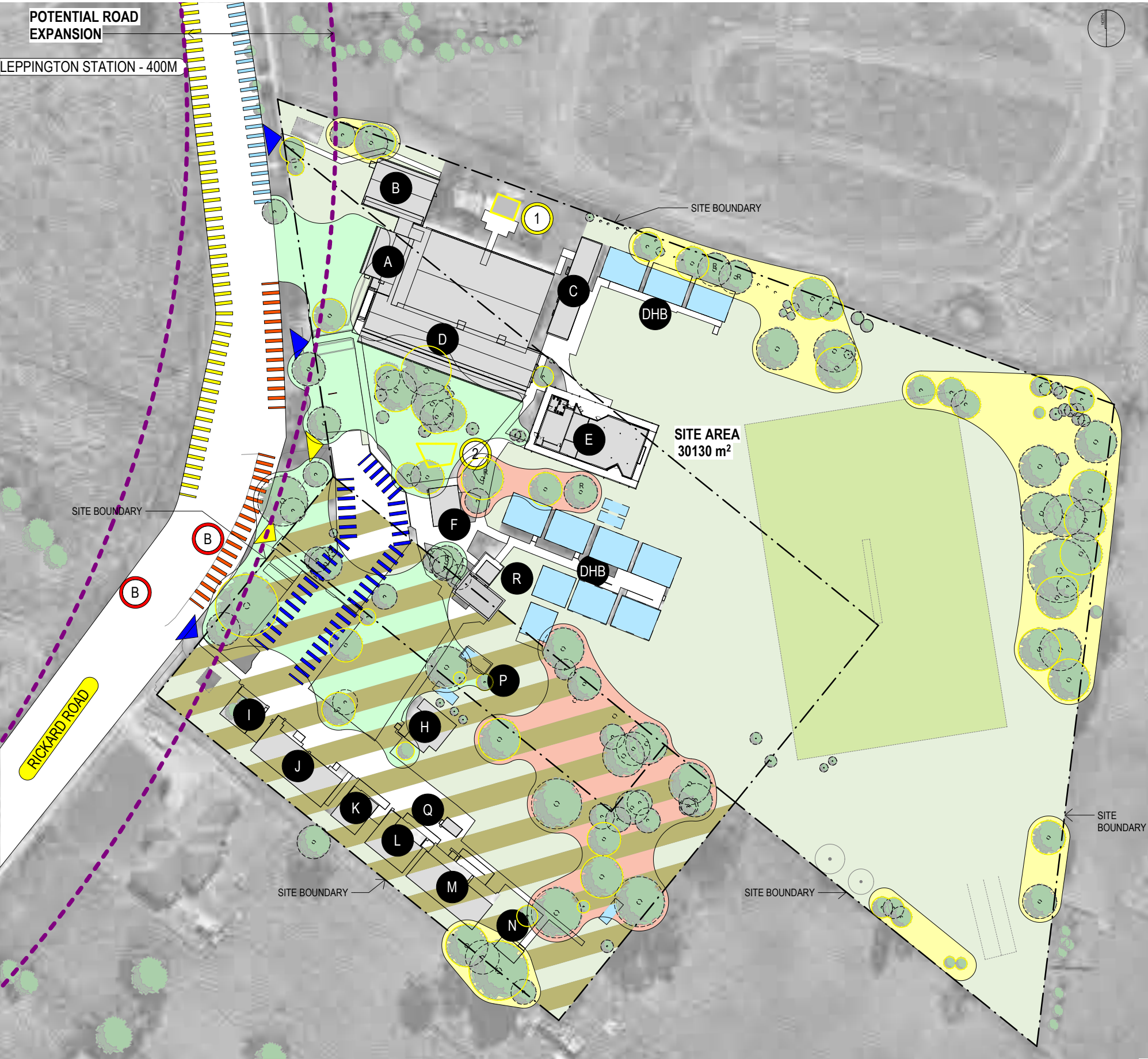
Nil overlay.



Aboriginal Heritage

Local Aboriginal Land Council is Tharawal. Some general constraints identified by the Heritage Consultant are: Activity should be limited to the eastern, central and northern sections of the project area. Refer to Aboriginal Heritage report by Everick.





LEGEND

Site Boundary Line	
Existing Buildings	
Demountables & Temporary	
Soft Landscaping	
Dedicated Fields	
Heritage Zone	
Kiss and Drop	
Queue Bay	
Off-Site Parking	
On-Site Parking	
Pedestrian Entry Points	
Vehicle Entry Points	
Bus Stop	
ANZAC Memorial	
Founders Memorial	
Street Name	
Nearby Points of Interest	
Existing Trees	

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

NOTE: THE SITE IS NOT MAPPED AS COMPRISING BIODIVERSITY VALUES, HOWEVER THE ECOLOGIST HAS MADE THE FOLLOWING ASSESSMENT, REFER APPENDIX 'G'.









## Topography Description

The site falls toward the north-east.

The change in level across the site from the south boundary to the north boundary varies between seven to ten metres.

There is a small hill to the south of the site.





1 Building A Administration



2 Building B Classroom



3 Building C Toilets



4 Building D and COLA



5 Building E Library



6 Building F Canteen





7 Buildings G and R



8 Building H Classroom



9 Building I



10 Building J Classroom



11 Building K Practical Activities



12 Building L Classroom





13 Building M Deemed unsafe



14 Building N Dilapidated



15 Building P Store



16 Building Q Amenities



17 Demountable classrooms



18 Demountable Classrooms







## Asbestos in Building Fabric

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

*The exterior of Building D contains white and brown asbestos within its eaves/ linings (where no works proposed) and also in the ceiling of the Uniform Shop ceiling containing white asbestos (where no works proposed).*

The exterior of Building E does not contain asbestos however the interior identified asbestos to the 2 Staff Toilet (cubicles) and Distribution Board (wall lining) containing white asbestos (where no works proposed).

*As such, the minor internal works proposed should not disrupt any existing hazardous building material present in Blocks B, D and E.*

The exterior of Building C contains white, brown and blue asbestos within its eaves/ linings and also in Building C Interiors, partition walls (cubicles) contain white asbestos. This building is proposed to be demolished.

Proposed demolition works to Building C where existing materials (containing asbestos) require removal are to be carried out by a Licnesed Contractor and carried out in accordance with current Australian Standards.





Section 3.0

Connecting with Country

Due Diligence & Acknowledgement

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Concept & Site Narrative

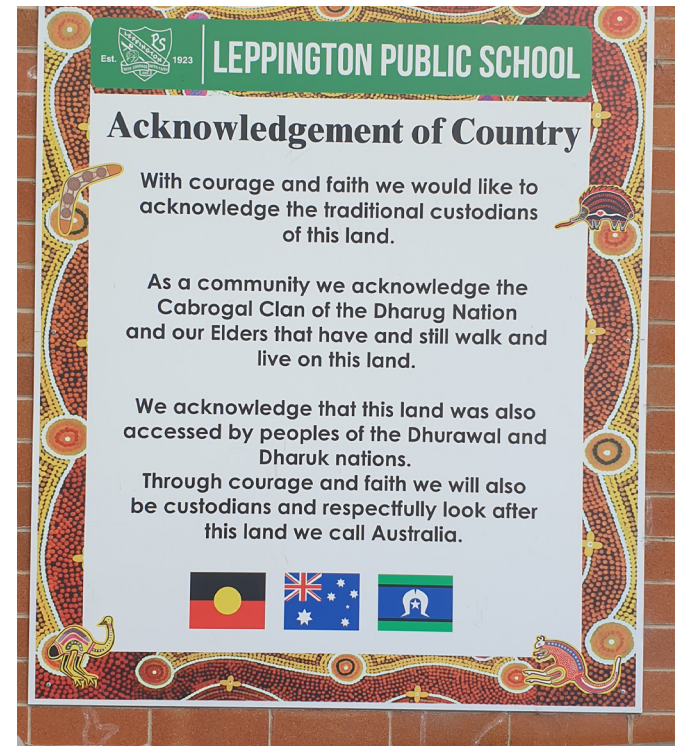
23

3.0



## Walk on Country

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



## Acknowledgement of Country

Leppington 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 such as the Tharawal and Dharuk were invited to this land for food.

The school entry acknowledges the traditional owners with the Aboriginal flag and 'meeting sticks'.



## Meeting/ Gathering Place

The seating area at the heart of the school site is near the hill top, with outlook in all directions.

This place presents an opportunity for a corroboree area which might incorporate yarning circles, dance and performance.





## CONNECTING WITH COUNTRY:

Conceptual development and site narrative for the Leppington 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 hill to the south of the site. adjacent to one of two areas of significant biodiversity constraint.<sup>1</sup> These stands are acknowledged as containing significant remnant native vegetation – Cumberland Plains Shale Woodland noted as Threatened Ecological Community <sup>2</sup> (TEC). The original natural environment with broad biodiversity 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 Leppington 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 Leppington 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. A site walk on the school grounds was conducted and identified three cultural aspects that can be used as symbols connecting the students and community to 'country'.

#### 3. Narratives to Connect With Country

At the Leppington school site the narratives focus on three important cultural attributes: **1. Meeting spaces:** the yarning circle or other forms of meeting spaces in the landscape support the exchange of knowledge and learning particularly about the environment. "A yarning circle is a harmonious, creative and collaborative way of communicating to: encourage responsible, respectful and honest interactions between participants, building trusting relationships foster accountability and provide a safe place to be heard and to respond promote student–student interactions and student–school–community connectedness enrich learning experiences for students."<sup>12</sup> **2. Welcome:** the provision of a welcoming statement for all visitors is important but especially Indigenous. This welcome would also function as an 'acknowledgment of country' and include text directly acknowledging the Dharug lands. It may take the form of a unique sign at the school entrance or a more sculptural element such as totem poles. "An Acknowledgement of Country is a statement that shows awareness of and respect for Traditional Custodians of the land you're on and their long and continuing relationship with the land. Unlike a Welcome to Country, it can be delivered by a First Nations person or non-Indigenous person."<sup>13</sup> **3. Curved pathway:** It was noted from the site walk that Aboriginal peoples when traversing the landscape would never walk in straight lines, instead taking a meandering pathway to the destination.

#### 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 Common Wildflower and ferns of the Cumberland shale plains woodland<sup>14</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.

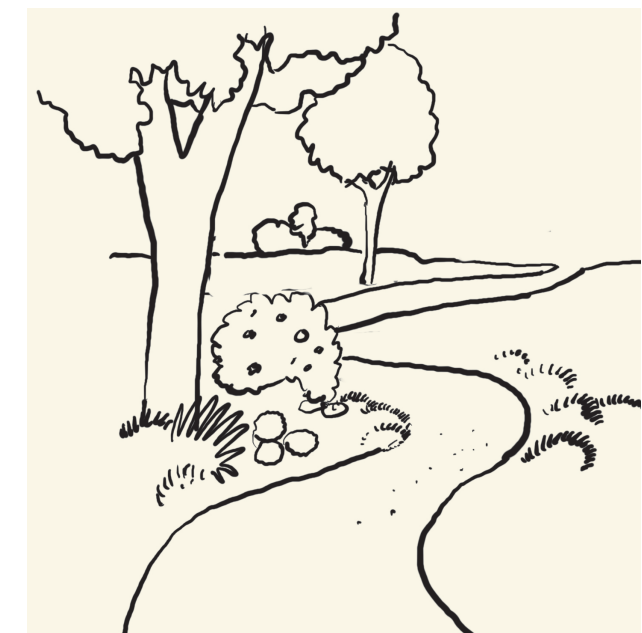
### 1. Meeting spaces



### 2. Welcome



### 3. Curved pathways





# 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 Leppington 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 proposed context. While Leppington Public School is located in what is currently a semi-rural area (currently Zoned B3 Commercial, B7 Business and SP2 Infrastructure), it is being rapidly developed.

There is a Draft DCP and ILP which has not been gazetted and timing is uncertain, however the proposed new three storey built form is consistent with the anticipated growth and future context of the surrounding area & 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 the main street frontage.

# 02

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

The new Learning Hub and hall buildings have 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 hoods 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.

Leppington Public School is welcoming and inclusive with an existing accessible 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. The construction of a Hall provides a new permanent asset to the School and Community. The Hall can be used as a dedicated space day to day for assemblies and gatherings, performances, sports and for Community activities and support including provision for OSHC out-of-school hours care.

# 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. Broader public benefit was also considered through the construction of the new hall building and the addition of large Renlita doors between the Hall and COLA which allows that space to be opened up and used for community events and school meetings, becoming a permanent asset for the school and wider community.

# 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 green accents.



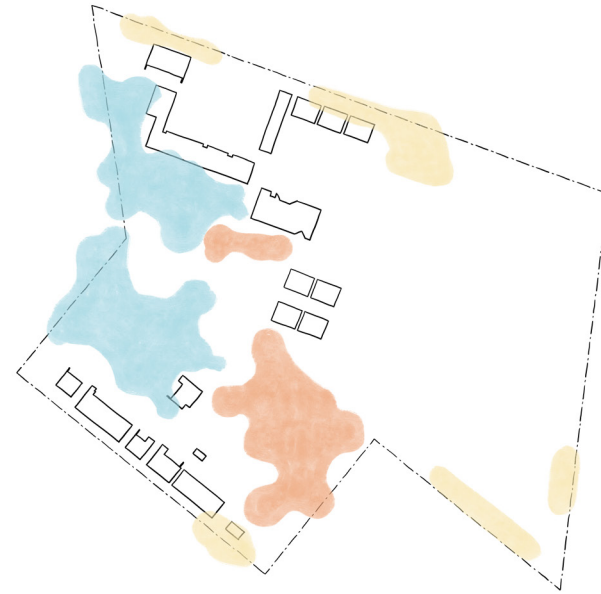
Section 5.0

Design

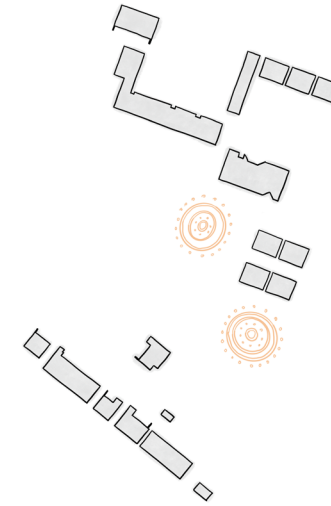
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5.0





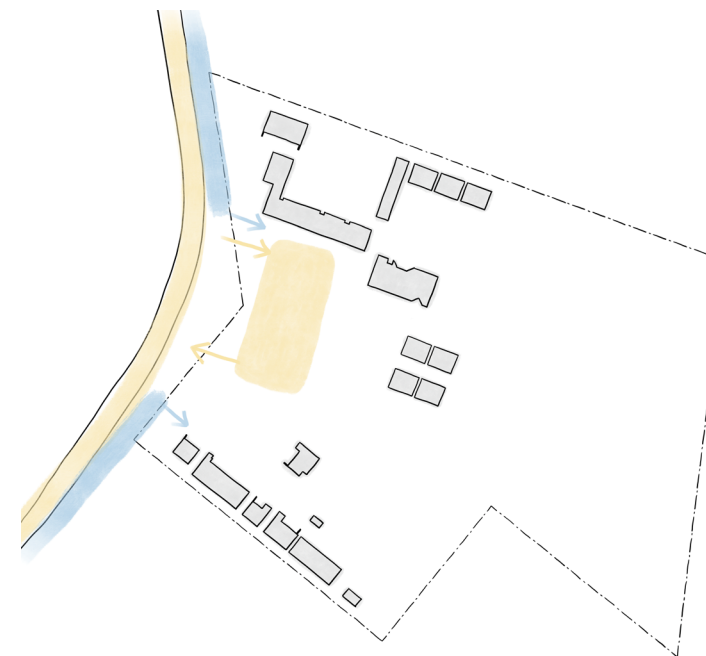
Preserve significant vegetation communities



Incorporate welcome to country and meeting / gathering place.



Preserve significant individual trees



Separation of vehicles and pedestrians





aerial view of whole site.



view to rear facade of proposed learning hub.



view across playing field to proposed works.





*aerial view of proposed hall and hard court.*



*view to proposed hall.*



*view to proposed library extension.*





9am existing



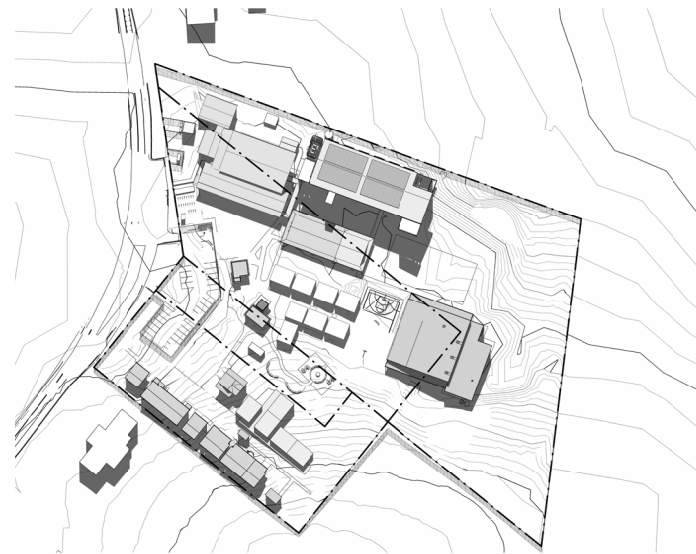
12pm existing



3pm existing



9am proposed



12pm proposed



3pm proposed

### Overshadowing Study

The above study shows the additional overshadowing caused by the proposed activity at the times of 9am, 12pm and 3pm on the 21st June (Winter Solstice).





**LEGEND**

**BOUNDARY & LEVELS**

- BOUNDARY
- LOT BOUNDARY
- NEW BOUNDARY
- FUTURE PROPOSED ROAD WIDENING
- EXISTING CONTOUR
- PROPOSED CONTOUR BY CIVIL ENGINEER
- PROPOSED SPOT LEVEL

**SERVICES**

- ON-SITE STORMWATER DETENTION TANKS TO ENGINEERS DETAILS
- SEWER MANHOLE TO ENGINEERS DETAILS
- ELECTRICAL PIT TO ENGINEERS DETAILS
- STORMWATER PITS TO ENGINEERS DETAILS

**HARDSCAPE**

- CONCRETE PAVING
- ASPHALT PAVING (GAMES COURT)
- CONCRETE EDGE
- DECOMPOSED GRANITE PAVING
- PLAY SPACE

**FURNITURE & FIXTURES**

- ALUMINIUM SEAT
- MULTI USE GAMES COURT
- NEW FENCE
- EXISTING FENCE TO BE RETAINED
- PLAY EQUIPMENT TYPE
- PLAY EQUIPMENT TYPE
- FLAGPOLES
- GATE
- BIKE PARKING

**SOFTSCAPE**

- EXISTING TREE TO BE REMOVED
- EXISTING TREE TO BE RETAINED
- MULCH BED
- TURF
- TREE PLANTING IN MASS PLANTING BED
- EXISTING GARDEN BED
- EXISTING SYNTHETIC TURF

**DIALOGUE**

- Retention of existing trees provides amenity to the street frontage and shade for the new carpark.
- Adventure playground is located between the existing library and new learning hub as a centralised play zone for students.
- Existing trees of high value are retained with additional tree planting to form a quiet open space for students to play and relax.
- Existing trees that have been identified as belonging to the threatened ecological community of Cumberland Shale Plains Woodland are to be protected and retained.
- Gathering space with a series of informal yarning circles are nestled amongst the existing trees and new Cumberland Plain Shale Woodland plantings.
- Open space to be used as a kick-a-bout area.
- Turf embankment to the games court surrounds allows students to sit and view.
- Multi use games court to EFSG standards.
- Bike parking(40 spaces) to the western entry on the existing astro-turf area.

Landscape Concept

The plant species for the Leppington 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 Enviromental 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.

<div>01</div> <div>territorial re-enforcement</div> <div>The Site has frontage to the public domain on Rickard Road to the west. The primary entry is accessed off Rickard Road with no secondary entries. 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.</div>	<div>02</div> <div>surveillance</div> <div>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-timecrime deterrence has been designed to the relevant Australian Standard &amp; SSU requirements.</div>	<div>03</div> <div>access control</div> <div>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.</div>	<div>04</div> <div>space/activity management</div> <div>The proposed activity achieves this through the design of buildings 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.</div>
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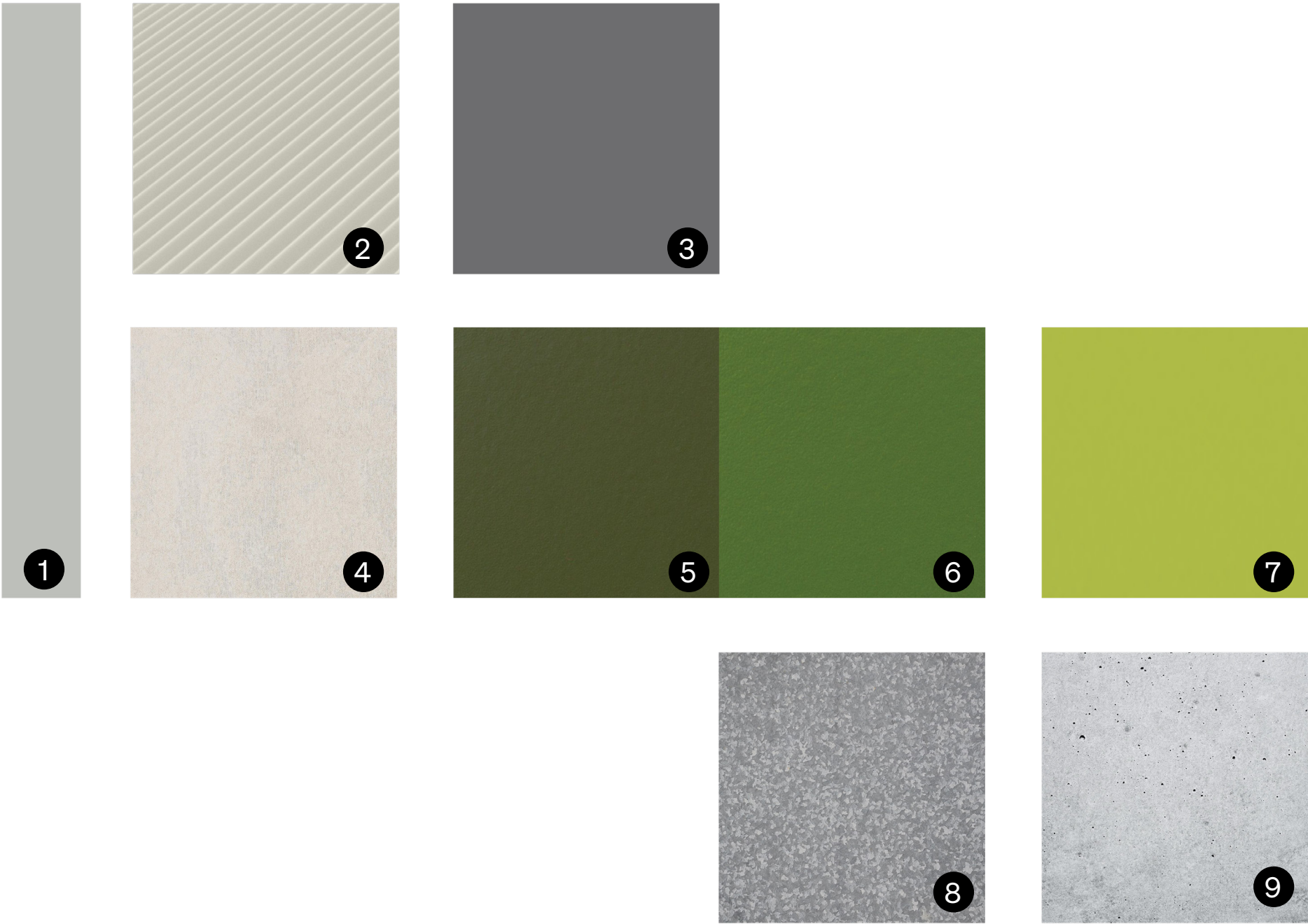


New Learning Hub  
External Materials Pallete

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



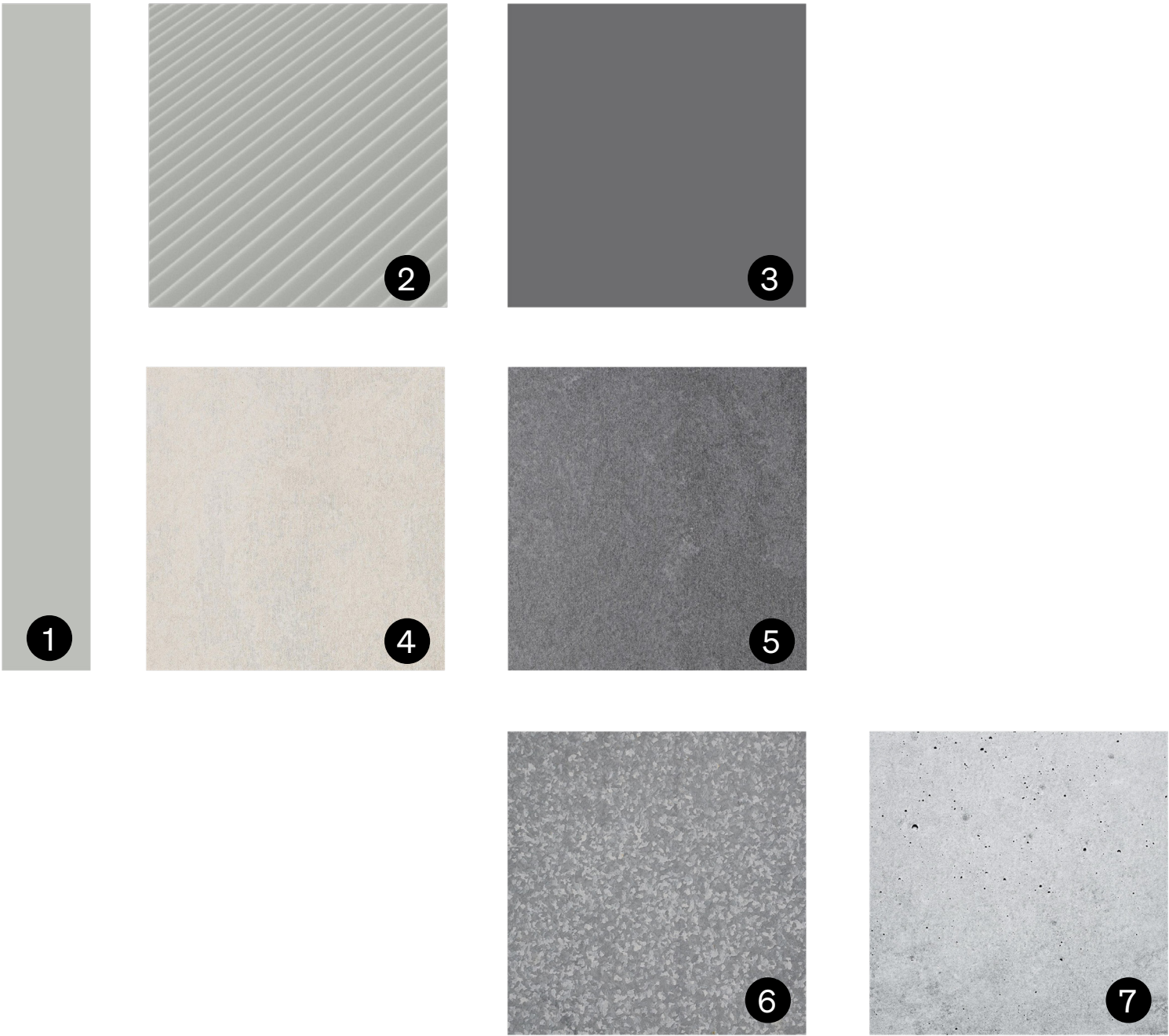


New Hall  
Materials Pallete

The Hall 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 - Fasica, 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 - Galvanised Metal Elements
- 7 - Concrete





New Library  
Materials Pallete

The Library building add on 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

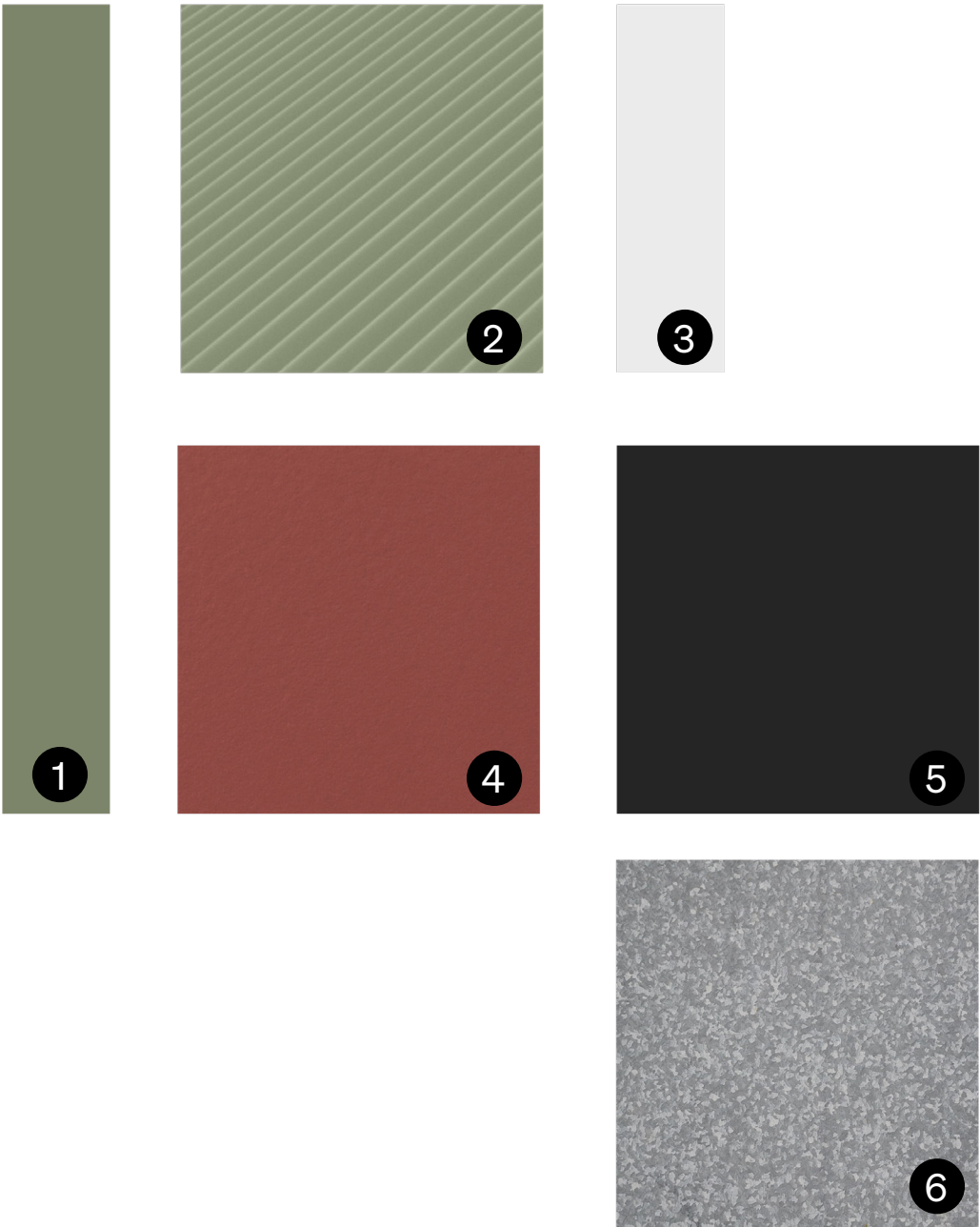
2 - Metal Roof Sheeting

3 - Soffit

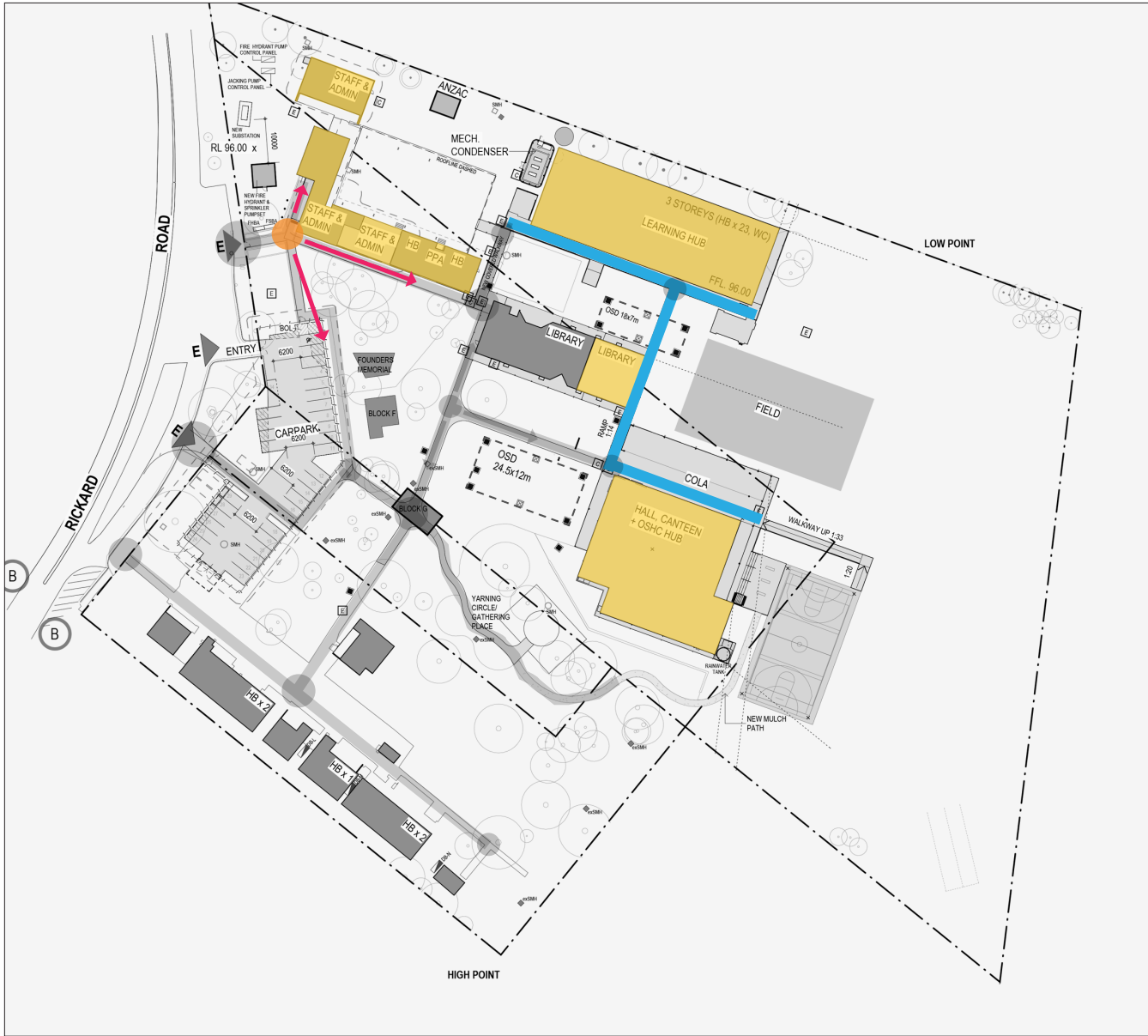
4 - CFC General Wall Colour

5 - Windows and Door Fframes

6 - Galvanised Metal Elements







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

1.0 SITE ANALYSIS: Circulaton 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.

	Circulation Pathways
	Nodal Points: <div>Primary</div> <div>Secondary</div> <div>Tertiary</div>
	Primary Destinations
	Primary Site Lines
	Not Included in Package

AUSTRAL PUBLIC SCHOOL WAYFINDING AND SIGNAGE  
WAYFINDING STRATEGY

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

TYPE 1	TYPE 2	TYPE 3	TYPE 4	TYPE 5	TYPE 6	TYPE 7	TYPE 8	TYPE 9	TYPE 10
ENTRY BOLLARD	BLOCK SIGNAGE	DIRECTIONAL PLINTH	DIRECTIONAL PLAQUE	DOOR SIGNAGE	FLOOR NUMBERS	SUPER GRAPHICS	STATUTORY SIGNAGE	EFGS	LIFT PLAQUES
TYPE 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
	<div>A</div>								
	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		<div></div>	<div></div>	
IDENTIFICATION	IDENTIFICATION	DIRECTIONAL	DIRECTIONAL	IDENTIFICATION	IDENTIFICATION	ARTWORK	COMPLIANCE	COMPLIANCE	INTERPRETIVE
Supports the clear identification and branding of school blocks visible from the central grounds within the school.	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 throughout the site.	Signage system that supports the clear identification of floor levels throughout the site.	Ensures compliance throughout site with BCA and DDA codes.	Ensures compliance throughout site with EFGS.	Signage system that supports the clear identification of floor levels throughout the site.
900mm x 900mm x 50mm	2200mm x 400mm x 50mm	1250mm x 400mm x 50mm	300mm x 250mm	900mm x 900mm x 50mm	2200mm x 400mm x 50mm	2200mm x 400mm x 50mm	Various as National Specification	Various as National Specification	Various as National Specification
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. Directional text to meet EFGS SG-581 minimum size compliance 15mm.	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 EFGS 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 sign face. Sign face as 3mm 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.	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.

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.



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