Client: DoE
Prepared by: JDH ARCHITECTS PTY LTD
Date: 13/03/25

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ARCHITECTURAL DESIGN REPORT

Parramatta East Public School (PEPS) Upgrade.

JDH ARCHITECTS ACKNOWLEDGE AND PAY RESPECT TO THE TRADITIONAL OWNERS OF THIS NATION.

WE ACKNOWLEDGE PAST, PRESENT AND EMERGING ELDERS AND THE CONTINUATION AND CELEBRATION OF CULTURAL, SPIRITUAL AND KNOWLEDGE SHARING PRACTICES OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES.

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CLIENT	PROJECT	COMMENTS	REVISION	DATE	APPROVED BY:
DoE	1291_Parramatta East Public School	Issued for review	A	29/01/25	JH
DoE	1291_Parramatta East Public School	Issued for REF	B	25/02/25	JT
DoE	1291_Parramatta East Public School	Issued for REF	C	03/03/25	JT
DoE	1291_Parramatta East Public School	Issued for REF	D	04/03/25	JT
DoE	1291_Parramatta East Public School	Issued for REF	E	10/03/25	JT
DoE	1291_Parramatta East Public School	Issued for REF	F	13/03/25	JT

CONTENTS

01_PROJECT OVERVIEW

Parramatta East Public School (PEPS) Upgrade

INTRODUCTION & DECLARATION

Introduction

This Architectural report has been prepared by JDH Architects on behalf of the NSW Department of Education to assess the potential environmental impacts that could arise from the Parramatta East Public School (PEPS) upgrade (the Activity) at 30-32 Brabyn Street, North Parramatta (the site). The activity are proposed by the NSW Department of Education to meet the growth in educational demand in Collet Park precinct, and the broader North Parramatta area.

This report has been prepared to outline the proposed new construction and refurbishment activity to existing buildings along with external activity.

Summary of the Activity

The activity comprises upgrades to PEPS to provide replacement teaching facilities in place of the existing temporary and permanent facilities that are no longer fit for purpose, involving the following activity:

•Site preparation and required earthactivity;

•Demolition of existing Buildings C, D, E and F, and associated structures including adjacent ramps and walkways;

•Construction of the following:

-A new 3-storey school building (referred to as Block R) including teaching spaces, library/ administration, and staff/student amenities;

-Upgrade of soft and hard landscape and playground areas;

-A new at-grade parking area;

-Formalised waste area, with access being retained from Gaggin Street;

-Public Domain Activity with upgrades to the pedestrian access south of the school, and new kiss and ride zone on Albert Street East;

-Entrance and School logo signage along the Northern Albert Street East frontage of Block R;

•Refurbishment activity to existing buildings;

•Removal of trees as required and retention where possible; and

•Installation and augmentation of services and infrastructure as required.

Refer to the Review of Environmental Factors prepared by Ethos Urban for a full description of activity.

Site Description

The site is located at 30-32 Brabyn Street North Paramatta within the City of Parramatta Local Government Area. Parramatta East Public School is located in the suburb of North Parramatta, within the City of Parramatta Local Government Area (LGA).
The site is approximately 1.5km northeast of the Parramatta CBD, and 24km west of the Sydney CBD.
The site currently comprises a single lot to make up Parramatta East Public School, referred to as Lot 100, DP1312418, and the land is owned by the Minister for Education and Early Learning.
The site has an area of approximately 1.782Ha, is of an irregular shape, and is bounded by Brabyn Street to the West, Albert Street East to the North, and Gaggin Street/Webb Street to the East. The project area is contained within the site and represents where the proposed works will be undertaken, with an area of approximately 1.492Ha.
An aerial image of the site is shown at [Figure 01] below

Significance of Environmental Impacts

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the proposed activity, it is determined that:
•The extent and nature of potential impacts are moderate and could have potential impact on the locality, community and/or the environment.
•Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment.

Figure [01] Site Aerial
Source: Nearmap, Ethos Urban

EXECUTIVE SUMMARY

Project Description

Parramata East Pubic School consists of 9 Permanent Teaching Spaces (PTS),and 21 demountable teaching spaces for approximately 498 students (2024)

The activity proposes alterations and additions to the schools including removal 21 existing demountable teaching spaces and construction of 24 new permanent teaching spaces (PTS). Activity also include the upgrade of 6 existing PTS & construction of 3 new support GLS. Teaching spaces and core facilities are designed to comply with NSW Department of Education Facility Guidelines.(EFSG), Standardised Hub.

The activity will result in 30 PTS plus 3 support PTS to accommodate 667 students in line with the NSW Department of Educations facilities requirements for Large Primary Schools.

Context

Paramatta East Public School is located 2.2km from the Parramatta CBD, and 19.0km from Sydney CBD. The nearest major transport node is Parramatta Station, 2.1km to the southwest while the upcoming light rail stop would be 1.34km away while the existing Parramatta wharf is 1.41km. The site is in close proximity to a number of bus stops on Isabella Street in the North (200m), Victoria Road in the South (300m) and Pennant Street in the East (300m).

The character of the area is defined by the upcoming developments happening in and around the Parramatta CBD and the Riverfront. The site is surrounded by residential, with pockets of institutional, recreational, and general industrial. The residential around the site is low or medium density - single or double storey, with little terrace and multi dwelling housing around.

Towards Parramatta and local centres in the south, the character shifts to accommodate more mixed-use development, and medium density dwellings with multi storey dwellings. There are several pocket parks and more significant sports grounds within proximity to the site.

The nearest schools and education institutes are Parramatta North Public School, Macarthur Girls High School, and the Arthur Phillip High School.

The site is identified to be within the three-city plan proposed by the by the Greater Sydney Commission, which proposes major development in the area for education and health precincts.

Key opportunities include:

1. Albert Street to establish a street presence and defined welcome / entry point;
2. 30m Queensland Box Tree acts as focal point for the design;
3. New centralised play space offers opportunities for safety & supervision
4. Removal of demountables, maximising outdoor space for play and recreation.

Key constraints include:

1. 6m setback to Albert Street and interface with public domain
2. Removal of demountables during construction;
3. Southern play area is disconnected from main body of the school;
4. Large COLA to remain;
5. Multiple street frontage;
6. Sloping site causing accessibility issues

1.2 Area Summary

	STUDENT POPULATION	SITE AREA	No. PTS	FECA	SOFT SOIL	EXTERNAL PLAY AREA REQ. 10m²/student	
EXISTING	498	17,820m²	9	1533.1	8,912m²	7,423m²	35M²/student
PROPOSED	667	17,820m²	33	9847.9	8,826m²	8,609m²	13M²/student

Consultation

	Stakeholder/ Agency	Date of Consultation	Form of Consultation	Key Matters Raised	Project Response
Pre-DA Meeting	Parramatta Council	11 September 2024	Video Conference	Refer to Policies & Framework Section	
Technical Stakeholder Group	School Infrastructure, Department of Education, EFSG	08 May 2024	Video Conference	EFSG stakeholders queried the floor to floor height of 3.675m	Yes working towards in concept stage. Heights based off Gregory Hills PS project
				EFSG stakeholders queriedif we are we adopting post tension concrete slabs?	No it will be a timber construction. Note This method of construction was changed to post tension concrete as instructed by DoE at 50% SD.
				EFSG stakeholders queried the minimum 2.7 clearance for learning spaces?	Yes minimum ceiling height is 2.7m in general learning spaces.
				EFSG stakeholders queried – What is the current “used” open space?	Over 10m^2 / student
Project Review Group	School Infrastructure, Department of Education, PEPS,	20 May 2024	Video Conference	JT(JDH) noted that the designs have evolved since the Concept Design stage and since the last PRG presentation in November 2022, resulting in an increase in scope and amendments to accommodate the Manufacturing for Schools (MfS) and Modern Methods of Construction (MMC) inputs	Floor to floor heights and exterior elevations established based on Gregory Hills PS
				Changes to Mfs & EFSG requirements for amenities & library hub layout	JT(JDH) noted that inputs from the MfS team have placed the student amenities within the new building, resulting in the library being reduced from 4 to 3 grids. MR(SI) noted that this provided a library compliant with a medium school and that the additional Special Program spaces would be implemented in Stage 2 of the master plan should it proceed under a separate Business Case scope.
				CC(DoE) queried if the new General Learning Spaces provided options to combine rooms for more collaborative learning methods.	JT(JDH) confirmed that this will be possible via flexible doors as per the standard hub designs.
				LJ(JSP) provided an overview of the staging process, noting that this would be refined throughout the upcoming phases and that the project team would work with the school to confirm temporary classrooms requirements during construction (to accommodate students from buildings being demolished)	MR (SI) noted the cost benefits of reducing the need to install additional temporary demountables during construction, and that class relocations are a preferred option.

Consultation

	Stakeholder/ Agency	Date of Consultation	Form of Consultation	Key Matters Raised	Project Response
Technical Stakeholder Group 50%	School Infrastructure, Department of Education, EFSG	01 July 2024	Video Conference	Location of Main Comms Room and Building Comms room servicing upper levels of block R	Currently in block A, DoE preference to locate within the new block R ground floor. BCR to be directly located above the MCR.
				Location of MSB	Existing located between block A & B externally, to be relocated internally, location yet to be confirmed.
				Civil OSD size & location	Civil recommended the OSD be sized to also cater for the future stage Y building and located in the southern car park. This was not agreed and the OSD to be sized for this project stage only.
Project Review Group 02	School Infrastructure, Department of Education, PEPS,	28 June 2024	Video Conference	Canteen compliance	JDH noted inclusion of dedicated hand wash basin, soap & towel dispenser.
				Existing building AC units	to be retained, size has been checked by mechanical engineer and is suitable for the space.
				Modern Methods of Construction currently undergoing a health check, DoE to confirm if this will still be adopted for this project.	Design is based of Gregory Hills PS which was being constructed as an MMC project.
Technical Stakeholder Group 80%	School Infrastructure, Department of Education, EFSG	29 July 2024	Video Conference	Rack size reduced on level 2.	Adopted on the basis that the BCR will not need to cater for future expansion based on the master plan.
				Main entrance and public reception secure lines of access.	Layout updated and deviates from the standard hub plan, to improve secure access and provide additional lines of security from student foyer into admin office spaces.
				BMS systems	DoE instructed for complex BMS systems to be avoided and added as a departure. Mechanical noted it will only be used for AC and solar panels.

Consultation

	Stakeholder/ Agency	Date of Consultation	Form of Consultation	Key Matters Raised	Project Respons
Project Review Group 03	School Infrastructure, Department of Education, PEPS,	12 August 2024	Video Conference	AC existing to blocks A, B, G & H	Have been assessed and will not be replaced. AMU to replace these as they reach end of life.
				Traditional build	Instruction to change from Mfs/MMC to traditional.
				Car park & waste area	New 21 space car park off Brabyn St for staff, & new waste pad off Gaggin street to allow front entry & front exit for garbage truck.
				Fire sprinklers	Omitted as timber construction not being used, this requires spandrels panels changing the external window configuration to the northern windows to have a 1m sill height.
				Bag storage	To be in joinery units not on bag hooks
				White boards	Add whiteboard film to sliding doors
Project Review Group 04	School Infrastructure, Department of Education, PEPS,		Video Conference	Expansion of multi-purpose space within learning commons	To allow for larger groups
				Elevations colours	Vibrant colours not preferred, revised scheme of greys, green agreed.
				OSCH relocation	Relocated to Block G, store room to be converted to OSHC kitchenette and OSCH office, two learning spaces to be upgraded in-line with rest of school upgrade.
Connecting with Country Workshop 01	Hosted by Indigenous Lead Facilitation, Dharug community members	27 August 2024	In person at Westmead	Refer to landscape section	
Connecting with Country Workshop 02	Hosted by Indigenous Lead Facilitation, Dharug community members	02 December 2024	In person at Westmead	Purpose was to run through the activity of design ideas generated at workshop 01	

Mitigation Measures

The following mitigation measures relate to architectural items within this report, further specialist consultant mitigation measures to be provided by the relevant consultants as a separate document.

Project Stage	Mitigation Measure	Reason for Mitigation Measure	Relevant Section of Report
Design	Provide accessible ramps to existing block G, A & H to be upgraded in accordance with AS1428.9	To comply with DDA requirements	6.3 Ground floor plan
Design	CCTV installation and monitoring to specific boundary entry points, as per security design documentation.	Improve security and deter potential criminal activities.	5.7

02_POLICIES & FRAMEWORK

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

2. POLICIES & FRAMEWORKS

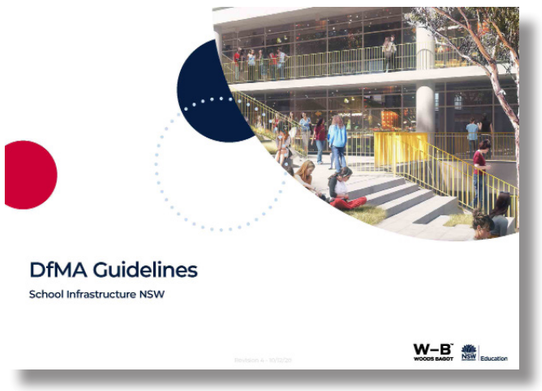
2.1 DOE FRAMEWORK

NSW GOVERNMENT DEPARTMENT OF EDUCATION FACILITY STANDARDS (EFSG)

SUMMARY

NSW Department of Education EFSG reflects best practice in learning environments. The design intent reflects the ability to reconfigure classrooms to support current and emerging teaching and learning practices. Standardised Learning Hubs form the basis of the design of new facilites for all schools in NSW

EFSG DFMA GUIDELINES



SUMMARY

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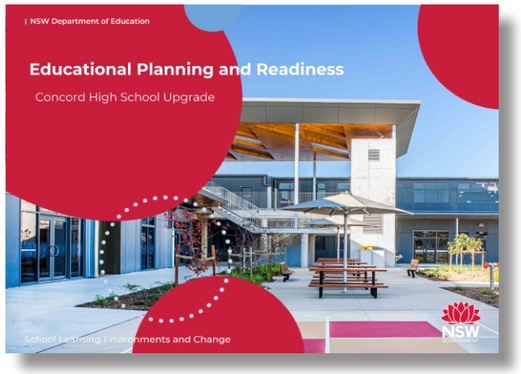
EFSG EDUCATION RATIONALE



SUMMARY

Education Principle 1 - First and foremost, focus on the needs of learners and learning.

Education Principle 2 - Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community.

Education Principle 3- Be aesthetically pleasing.

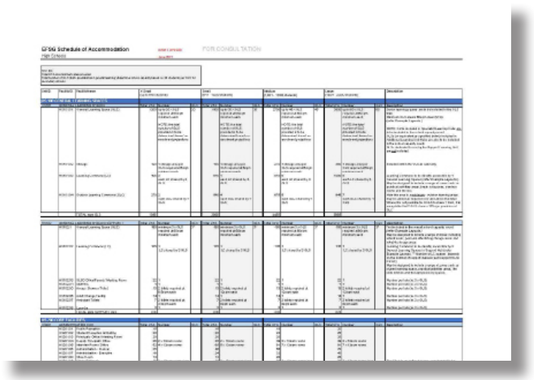
Education Principle 4- Provide contemporary, sustainable learning environments that:
Promote learning for students and teachers through collaboration, social interaction and active investigation.
Encourage learner self-management and self-direction.
Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning.
Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces.
Be integrated into, and maximise the use of the natural environment
Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems.
Are age and stage appropriate.

Education Principle 5
Embed the potential for reconfigurability, both in the present for multi-purpose use and over time for changing needs.

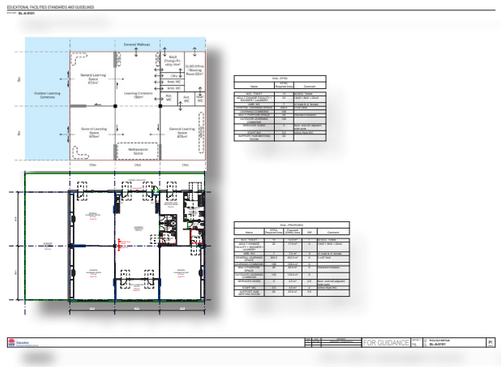
2. POLICIES & FRAMEWORKS

2.1 DoE FRAMEWORK

EFSG SCHEDULE OF ACCOMODATION



EFSG STANDARD HUBS



SUMMARY

NSW Department of Education EFSG reflects best practice in learning environments. The design intent reflects the ability to reconfigure classrooms to support current and emerging teaching and learning practices. Standardised Learning Hubs form the basis of the design of new facilities for all schools in NSW

2.2 DESIGN QUALITY PRINCIPLES

Chapter 3 - Education of SEPP TI Schedule 8

1 Responsive to context

Schools should be designed to respond to and enhance the positive qualities of their surroundings.
In designing built forms and landscapes, consideration should be given to a Country-centred approach and respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change.
Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the street scape and neighbouring sites

2 Sustainable, efficient and resilient

Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country.

Schools should be designed to be durable and resilient in an evolving climate.

Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste

3 Accessible and inclusive

School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities.
Schools should be designed to respond to the needs of children of different ages and developmental stages, foster a sense of belonging and seek to reflect the cultural diversity of the student body and community.
Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours

4 Healthy and safe

Good school design should support well-being by creating healthy internal and external environments.

The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment.

In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school.

5 Functional and comfortable

Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities.

In designing schools, consideration should be given to the amenity of adjacent activity, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy.

Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.

6 Flexible and adaptable

In designing schools, consideration should be given to future needs and take a long-term approach that is informed by site-wide strategic and spatial planning.

Good design for schools should deliver high environmental performance and ease of adaptation, and maximise multi-use facilities.

Schools should be adaptable to evolving teaching methods, future growth and changes in climate, and should minimise the environmental impact of the school across its life cycle.

7 Visual appeal

School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements.

Schools should be designed to respond to and have a positive impact on street scape amenity and the quality and character of the neighbourhood.

The identity and street presence of schools should respond to the existing or desired future character of their locations.

The design of schools should reflect the school’s civic role and community significance.

2.3 GANSW GUIDELINES

Better Placed is an integrated design policy for the built environment of NSW.

It seeks to capture our collective aspiration and expectations for the places where we work, live and play.

Schools are a vital part of any healthy and thriving community. There is growing appreciation of the significant role that good design can play in education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn.

Factors such as air quality, ventilation, natural lighting, thermal comfort, and acoustic performance have been shown to have a profound impact on teacher well-being and student attentiveness, attendance, and overall performance.

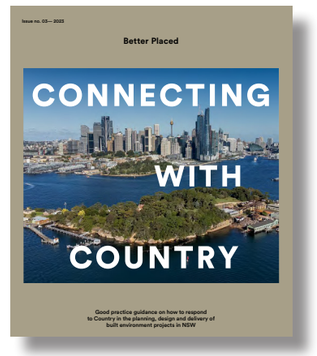
There are many things that existing schools can do to maximise these factors through environmentally conscious design.

The Connecting with Country Framework, a comprehensive guide that underscores the importance of responding to and preserving Aboriginal cultural heritage in urban planning and design endeavours.

BETTER PLACED, DESIGN GUIDE FOR SCHOOLS 2018

BETTER PLACED, ENVIRONMENTAL DESIGN IN SCHOOLS, 2018

BETTER PLACED, CONNECTING WITH COUNTRY, 2023



BETTER PLACED, DESIGN GUIDE FOR SCHOOLS 2018

BETTER PLACED, DESIGN GUIDE FOR SCHOOLS 2018

2.4 EDUCATION RATIONALE

The Dovey and Fisher (2014) classroom typologies describe five different classroom types, increasing in openness and with varying configurability from traditional to open-plan as the diagrams extend from left to right (see Figure 2). The capacity of the physical space to convert between different arrangements (configurability) to allow a multitude of spaces and consequently varied learning modes to take place with ease is referred to as 'agility' and 'fluidity' by Dovey and Fisher (2014).

The current learning spaces at Parramatta East Public School are representative of type A. The review of current school facilities demonstrates an ad-hoc response to rapid student growth during a time of fast-paced demographic change across the Parramatta region. The 70+ year old school buildings now house less than 15% of the school population with 15 demountables on site including a demountable toilet block. The original student cap was 120 students; the site now accommodates around 570 students. The school is currently 325% over utilised. Additionally, core infrastructure such as the hall, library and entry/administration area feel tired and lack sufficient space to effectively deliver the desired teaching and learning activities and related community and administrative support.

Figure 2 – Dovey and Fisher's (2014) typologies, as depicted by Soccio and Cleveland (2015). Downloaded from Ecophon (2017).

DESIRED EDUCATIONAL MODEL

Principle 1 – Learning is valued through excellence in curriculum delivery and teaching and learning, including high expectations

Principle 2 – Learning is inclusive, being responsive to supporting students with diverse needs to succeed

Principle 3 – Learning is anytime, anywhere; both inside and outside

Principle 4 – Learning is collaborative for students, teachers, parents and the community

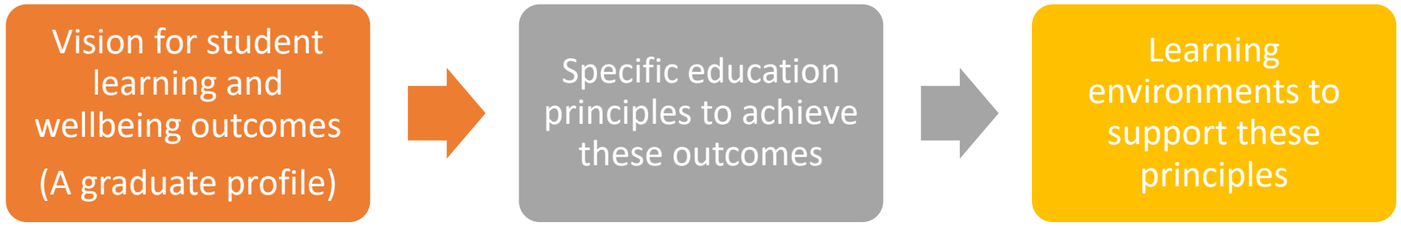


Figure 3 – Model to inform spatial recommendations

2.5 PARRAMATTA CITY COUNCIL

RECORD OF PRE-LODGEMENT APPLICATION MEETING ACTIVITY AND TRAFFIC SERVICES UNIT

PL/76/2024

	Council Comments	Design Response
1. Planning	• Pursuant to Clause 4.3 Height of Buildings of PLEP, the height of Building R does not comply with the numerical standards of the regulatory controls. The building shall either comply with the numerical standards or an 'Exemptions to Development Standards' statement pursuant to Clause 4.6 of the LEP shall be submitted at DA stage;	•The design complies with the height limit set by clause 3.37(2)(b) of Sepp 2021 of 4 storeys. •Block R is 3 storeys to allow for the external play area to be of sufficient size to meet the EFSG guidelines of 10sqm per student, the activity will result in 13sqm / student •Reducing the overall building foot print has allowed for the retention of established trees and canopy coverage across the site to be maintained with a minimum amount of tree removal, where trees have been removed it has been to improve safety by introducing a large garbage truck turn bay separated from the staff car park, and to allow for block R foot print, trees removed have been replaced else where •SEPP (Transport and Infrastructure) 2021 has been amended to permit 4-storey buildings. •The height has no over shadowing impact to neighbouring buildings or associated outdoor spaces
	• Pursuant to Section 4.1 General Non-Residential Controls of PDCP, appropriate documentation indicating the proposed development shall be both 'Considerate of Adjoining Uses' with minimal impact on the 'Acoustic Amenity' shall be submitted;	•Refer to acoustic report •Outdoor condenser units along the west boundary along Brabyn St have been kept to a minimum and are acoustically enclosed. Majority of units are within the building foot print surrounded by walls on level 2 of block R •No change to location of play spaces or external circulation locations
	• Pursuant to Section 4.5 Medium Density Residential of PDCP, the proposed front setback of Building R does not comply with numerical standards of the regulatory controls. The building shall either comply with the numerical standards or a merit-based assessment on the impact of the variation shall be submitted at DA stage;	•Front setback has been updated from 5.5m to 6m to comply
	• Pursuant to Section 4.5 Medium Density Residential of PDCP, concerns are raised of potential clear and direct views of the front lawn and living areas of the dwellings on Brabyn Street from the open corridors of Building R. The development proposal shall be redesigned and appropriate measures shall be provided to mitigate privacy impacts prior to lodgement of the development application.	•The western elevation of the "open corridors" to block R have full height screening

2.6 PARRAMATTA CITY COUNCIL

RECORD OF PRE-LODGEMENT APPLICATION MEETING DEVELOPMENT AND TRAFFIC SERVICES UNIT

PL/76/2024

	Council Comments	Design Response
2. Urban Design	The proposal shall rationalise the front setback along Albert Street East to optimise existing tree retention opportunity and to screen the new development also, incorporate the substation into the built form. The development shall rationalise floor plate design and minimise building length also, breakdown lengthy façade using indentation/recess, modularisation, and fine-grained architectural articulation.	The following trees have been retained within the Albert St East Setback since the Pre-DA meeting: • T56, 54, 53, 52, 50, 48 Additional planting within the Albert St setback has been provided. Substation is existing and will be upgraded not replaced, therefore cannot be incorporated into the built form. • Block R building length is in similar length to the buildings it is replacing. Floor plan is based on strict EFSG hub layouts, unable to reduce sizes of rooms as it will impact amenity of students and their learning environments. 75m north elevation has been broken up & articulated as follows: • 1.2m indentation at the service stair with change of material separates the elevation into two portions • Cladding articulation driven by window module proportions based on the golden ratio forming a connection with the natural environment. Cladding sizes vary in width from 300 & 1200mm, the set out emphasised vertically to further articulate the northern elevation. • First & second floor palette links back to dark greens and greys of the Parramatta river • Ground floor cladding is darker grey to separate it from the upper floors • Cantilevered entry awning sits proud of the north elevation providing a break and a focal point which defines the main entrance
	The proponent to consider above mitigation measures regarding setback, tree retention, façade and roof form. The proponent to rationalise the vertical circulation layout, making it more compact, to provide a more usable outdoor open space on the site and reduce and possibly provide more generous front setback along Albert Street East. The setback should be rationalised to minimise impact on the existing trees.	Setback has been increased from 5.5m to 6m and resulted in a number of trees to be retained as mentioned above. Vertical circulation design is based on minimum EFSG widths to allow movement of 600+ students at a single time. The southern space between the vertical circulation include 1:20 pathways, providing inclusive access for both able bodied and wheel chair students. With the edges to be used as passive play space which will be shaded on those extremely hot days experienced in the region. Rotating vertical circulation 90degrees as suggested will reduce natural light & ventilation to the windows along the south.
	A Public Domain Alignment Drawing package of drawings including co-ordinated civil and landscape architectural drawings resolving all levels and showing proposed indicative public domain treatments in accordance with the requirements outlined in the Parramatta Public Domain Guidelines (Chapter 2) shall be submitted at DA stage.	Civil & landscape plans have been coordinated. Public domain, Brabyn St & Gaggin St nature strips where foot path widening has been propose now include new trees as per landscape plans. In addition a crossing further south on Mason St has been proposed based on student movements.

2.6 PARRAMATTA CITY COUNCIL

RECORD OF PRE-LODGEMENT APPLICATION MEETING DEVELOPMENT AND TRAFFIC SERVICES UNIT

PL/76/2024

	Council Comments	Design Response
3. Stormwater & Drainage	The proposed development shall require a storm water drainage plan prepared by a suitably qualified and experienced Civil Engineer. On-site storm water detention (OSD) shall be provided and designed such that storm water runoff drains to the OSD tank located at the low point of lot by piped and surface flows and to minimise area bypassing the OSD system. Portions of large lots which are unaffected by the development may be excluded from the area to be controlled by the OSD systems.	Completed, refer to Civil plans by Woolacotts Engineers.
	The OSD storage should be located within an underground tank where possible. Habitable floor areas shall include a suitable free board above adjacent finished ground levels to prevent inundation of the building from surface flows. If filter cartridges are used as part of the treatment train, their configuration relative to the OSD system. A separate cut and fill plan showing existing & proposed finished surface levels, cut/fill depths and volumes.	OSD located below ground in waste area, refer to Civil report & drawings for further details
4. Landscaping	A Preliminary Tree Assessment shall be carried out by a qualified AQF L5 Consulting Arborist to assess the tree retention value of the existing trees to determine the best or high to medium value trees worthy of retention. The designs are then be amended to suit the developable area noted outside the TPZ of the trees located on the site. Mitigation measures for design modification to facilitate retention of trees should be provided in accordance with PDCP section 2.7.	Arborist report completed, refer to Civica report. All high retention trees have been retained, and encroachment into TPZs are within allowable amounts.
	An Arboricultural Impact Assessment (AIA) and Tree Protection Plan (TPP) prepared by an AQF Level 5 Consulting Arborist shall be provided at DA stage. A landscape plan and planting plan shall be provided for all of the landscaped areas including the ground level external planting, internal atrium, garden lobby and rooftop podium planters and garden areas) at the DA stage.	Completed refer to Arborist Report & Landscape plans.

2.6 PARRAMATTA CITY COUNCIL

RECORD OF PRE-LODGEMENT APPLICATION MEETING DEVELOPMENT AND TRAFFIC SERVICES UNIT

PL/76/2024

	Council Comments	Design Response
5. Traffic and Transportation	A Traffic and Transport Impact Assessment (TIA) report for the proposed development to identify impacts of the proposal on the local street network and mitigation measures required to ameliorate any impacts shall be submitted at DA stage. The TIA must assess the parking requirements for the proposed school by assessing the existing mode share by staff through surveys. The assessment must ensure that sufficient off-street parking is provided such that there is minimal impact on the surrounding residential areas. Adequate loading and unloading facilities are to be provided. Loading and unloading facilities are to be designed in accordance with the requirements of the Australian Standard AS 1890.2:2018. Access driveway into the car park is to be designed in accordance with Australian Standard AS 2890.1:2004. A preliminary Construction Traffic Management Plan (CTMP) is to be provided as part of the DA submission.	TIA provided by TTW
6. Environmental Health	A Construction Environmental Management Plan (CEMP) and Operational Environmental Management Plan (OEMP) shall be submitted at DA stage. A Phase 1 (Preliminary Site Investigation) contamination assessment as per the SEPP (Resilience and Hazards) requirements shall be conducted and provided with the DA submission.	Refer to submitted CEMP, OEMP, PSI.
7. Universal Access	All aspects of the design must be delivered according to the requirements of the BCA, AS1428 suite and best practice universal design. Low level thresholds are required at all doors along the accessible paths of travel. Accessible paths of travel are required to the individual features of the site. Equipment and furniture provide suitable features for persons with a mobility impairment are required to be provided.	BCA & access report submitted.

03_SITE CONSIDERATIONS

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

3. SITE CONSIDERATIONS

3.1 GREATER CONTEXT

The existing site is located in the suburb of North Parramatta, north to the Parramatta River, north-west to the Parramatta CBD and west to A40 highway.

The surrounding area is a mix of Residential (R2,R3,R4), Mixed Use (B4), Recreational (RE1), Institutional (SP2) and General Industrial (IN1). The Site is close to a lot of school's and Hospital as Parramatta is the upcoming River City in the three city plan by the Greater Sydney Commission, with major development and boost to its Education and Health precinct.

The site is located approximately 2.1km north-west of the Parramatta train station or 2.3km west to the upcoming Light Rail connecting to Westmead in the south-west and going to east and Carlingford in North. The site is 3.5km East to the Westmead Hospital, and 1.4km away from the Parramatta River and wharf.

The school is open on three sides to Brabyn Street, Albert Street East, and Gaggin Street. It is enclosed on the southern Boundary with residential lots. The site is currently accessible from all three streets, with Albert Street East being the primary pick and drop, and Brabyn Street used for Staff parking access, and only temporary pedestrian entry access from Gaggin Street.

KEY

1. Doyle Grounds
2. Western Sydney University
3. Macarthur Girls High School
4. Arthur Philips High School
5. Parramatta Primary School
6. Bayanami Primary School
7. Parramatta North Primary School
8. Direction of Lake Parramatta

SITE CONTEXT LEGEND

SITE LOCATION
TRAIN NETWORK
RIVER
BUS ROUTES
PROPOSED LIGHT RAIL NETWORK
A40 HIGHWAY
VIEW TOWARDS

3. SITE CONSIDERATIONS

3.2 LOCAL CONTEXT

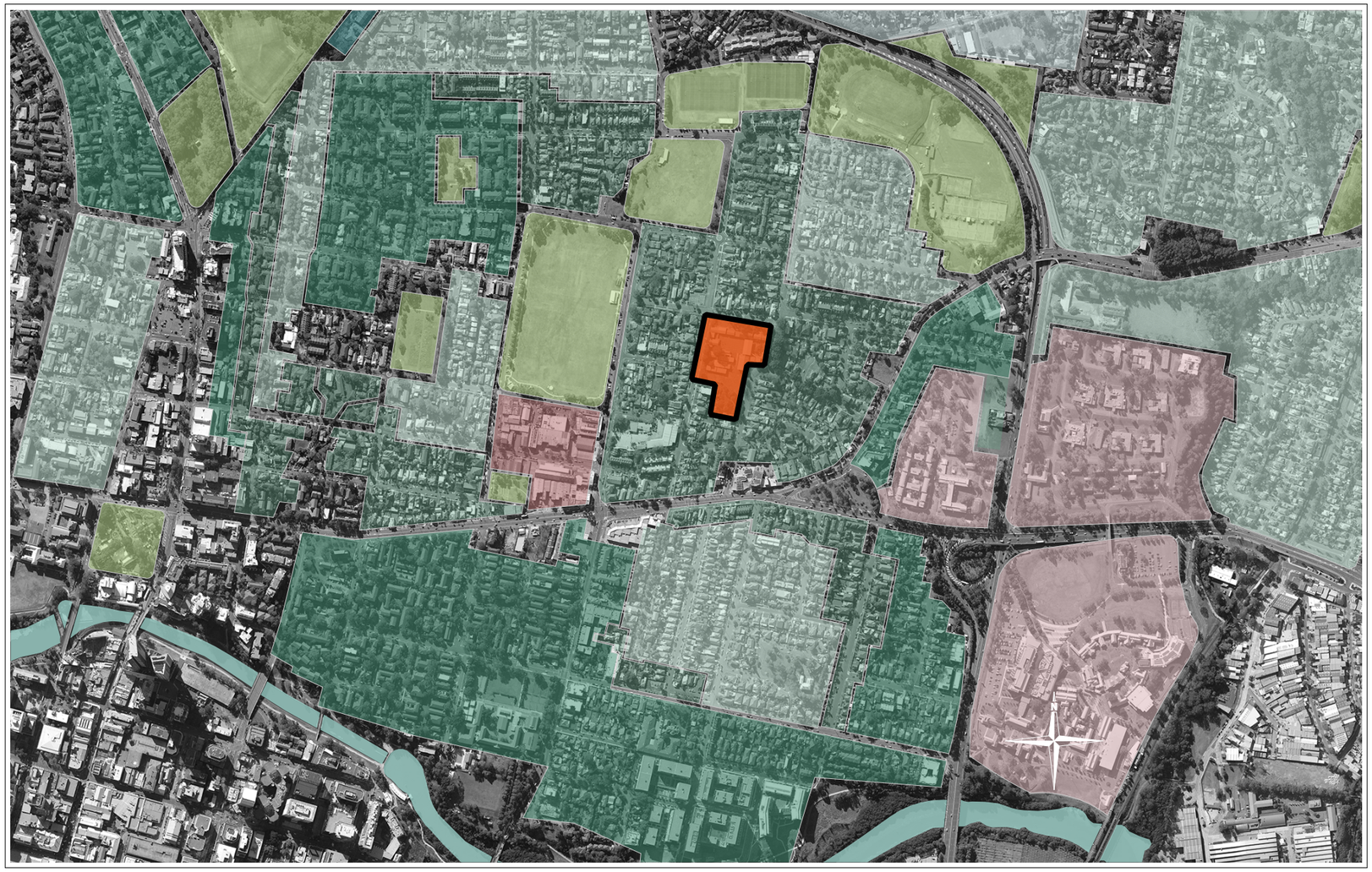
The site is located 2.2km from the Parramatta CBD, and 19.0km from Sydney CBD. The nearest major transport node is Parramatta Station, 2.1km to the southwest while the upcoming light rail stop would be 1.34km away while the existing Parramatta wharf is 1.41km.

The site is located in close proximity to a number of bus stops on Isabella Street in the North (200m), Victoria Road in the South (300m) and Pennant Street in the East (300m). The character of the area is defined by the upcoming developments happening in and around the Parramatta CBD and the Riverfront.

The site is surrounded by residential, with pockets of institutional,recreational, and general industrial. The residential around the site is low or medium density - single or double storey, with little terrace and multi dwelling housing around.

Towards Parramatta and local centres in the south, the character shifts to accommodate more mixed use development, and medium density dwellings with multi storey dwellings. There are a number of pocket parks and more significant sports grounds within close proximity to the site.

The nearest schools and education institutes are Parramatta North Public School, Macarthur Girls High School, Arthur Phillip High School, and Parramatta Public School, all within 2km of the site.



SITE SURROUNDING LEGEND

- PARRAMATTA EAST PUBLIC SCHOOL
- LOW DENSITY RESIDENTIAL
- MEDIUM DENSITY RESIDENTIAL
- HIGH DENSITY RESIDENTIAL
- PARKS & PUBLIC RECREATION
- MAJOR INSTITUTIONS
- GENERAL INDUSTRIAL
- RIVER

3. SITE CONSIDERATIONS

3.3 SITE CONTEXT

SITE CHARACTERISTICS

SIZE AND SHAPE

The site is an irregular parcel of land with main frontages to Albert Street East of 130 metres, Brabyn Street of 125 metres, Gaggin Street of 90 metres and Webb Street of 75 metres approximately. The site shares boundary with Residential dwelling on its Southern Boundary. The site slopes from Albert Street East towards the south of the site.

EXISTING USE AND IMPROVEMENTS

Existing use is an educational establishment, including 32 teaching spaces of which 23 are demountable spaces. The site roughly contains 10 buildings and 23 demountable classrooms, sport ovals/courts, and 1 staff car park at the Brabyn Street entry.

The main entrance to the site is set in the middle of the street front facing Albert Street with staff parking entrance from Brabyn Street. Minimal hierarchy is given to the main entry with the access gate through the boundary fence not aligning the actual entry point.

The school front façade is set back from the street and separates the open space street front with a row of buildings screening of the school centre in the back. The open space between the boundary fence and the building line becomes an un-usable space.

3.4 PLANNING CONSIDERATIONS

CONTROL MAPS

Lot Details: Lot 100 DP1312418

ACID SULPHATE SOIL MAP (CLASS 5)

Acid sulphate soil is a name given to soil containing iron sulphides.

The land is identified as Class 5 on the Acid Sulphate Soils map.

Areas classified under the Class 5 Category does not typically contain acid sulphate soils however they are located within 500 metres adjacent to either class 1,2,3 or 4 land.

According to the Parramatta LEP 2011, Clause 6.1, Class 5 can be defined as “Works within 500 metres of adjacent Class 1, 2, 3 or 4 land that is below 5 metres Australian Height Datum and by which the water-table is likely to be lowered below 1 metre Australian

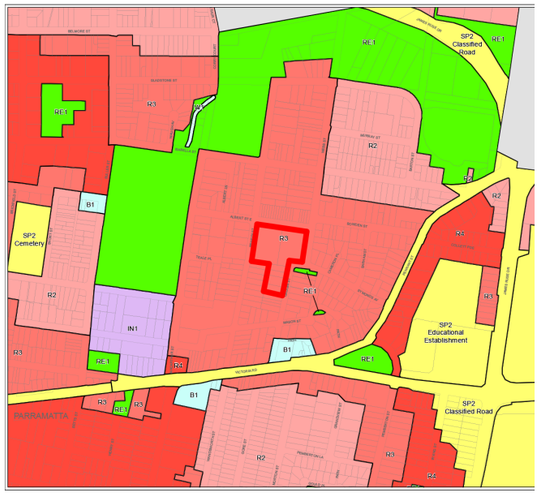
Height Datum on adjacent Class 1, 2, 3 or 4 land”.

FLOOD

As per the data available to the Parramatta Council,the land is considered to be above the 1 in 100 year mainstream flood level.

CONTAMINATION

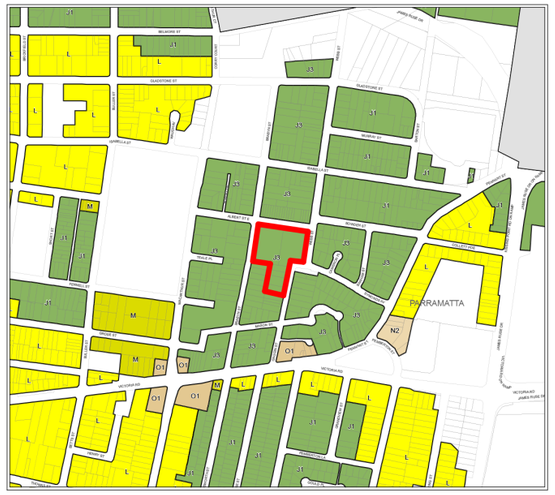
Matters listed in Parramatta LEP 2011, Clause 59 (2) as amended in the Contaminated Management Act 1997 as per : Clause 59(2)(a), Clause 59(2)(b), Clause 59(2)(c), Clause 59(2)(d), Clause 59(2)(e),is NO.



LAND ZONING MAP (R3)

Zone

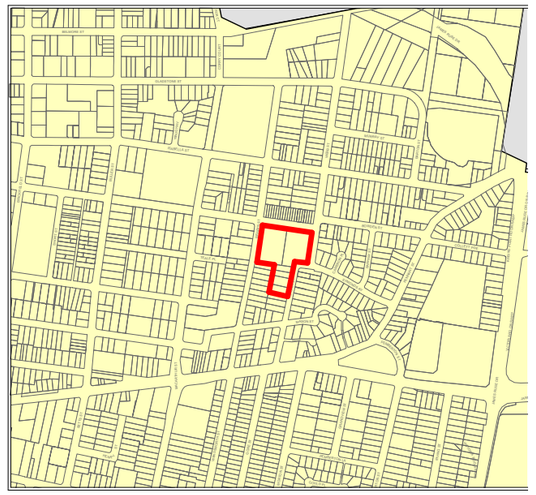
B1	Neighbourhood Centre	R4	High Density Residential	IN1	General Industrial
R2	Low Density Residential	RE1	Public Recreation		
R3	Medium Density Residential	SP2	Infrastructure		



HEIGHT OF BUILDING MAP (J3)

Maximum Building Height (m)

J1	9	L	11	N2	14
J2	9.2	M	12	O1	15
J3	9.5				



ACID SULPHATE SOIL MAP (CLASS 5)

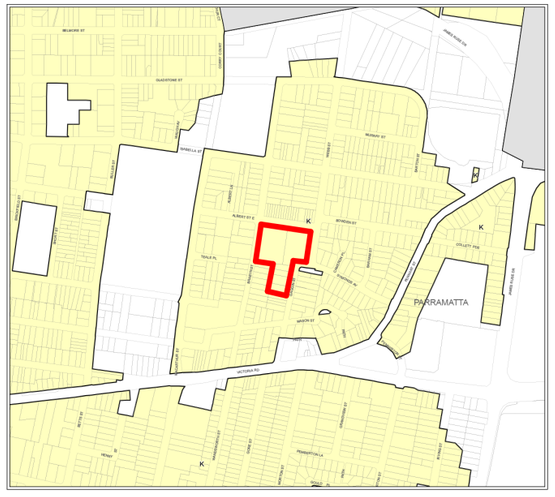
Acid Sulfate Soils

5	Class 5

FLOOR SPACE RATIO MAP (F)

Maximum Floor Space Ratio (n:1)

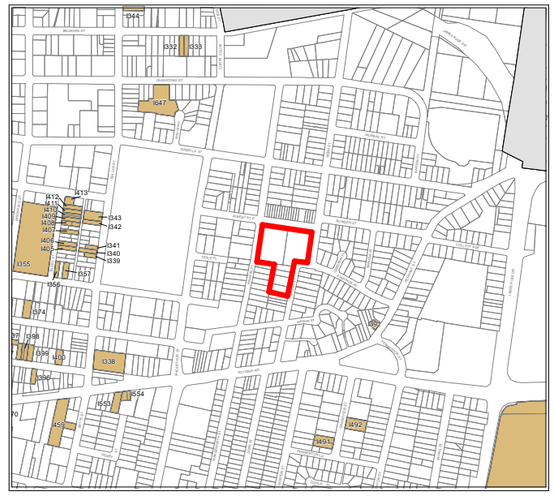
D	0.5	N	1.0	T1	2.0	S1	1.5
F	0.6	O	1.1	J	0.8		



LOT SIZE MAP (K)

Minimum Lot Size (sq m)

K	550



HERITAGE MAP

Heritage

Conservation Area - General	Item - General
Item - Archaeological	

Heritage and Cultural Significance

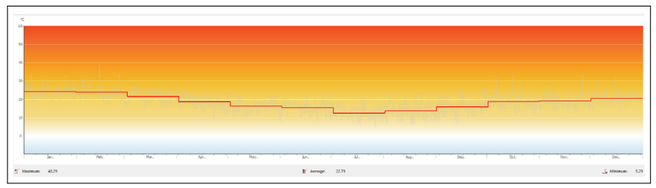
The site is not a heritage item, nor is it located within a heritage conservation area.

3. SITE CONSIDERATIONS

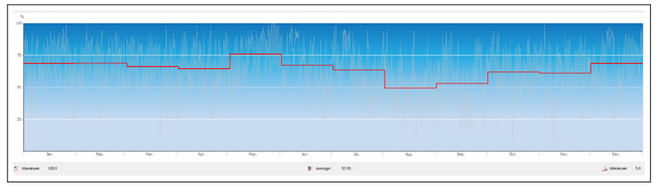
3.5 SITE ANALYSIS - CLIMATE

Early consideration of climate, orientation and layout are essential to achieving environmental sustainability. Understanding climatic considerations now, and in the future allows us to harness positive weather conditions such as westerly winds, and mitigate the negative conditions, that cause buildings and people to overheat.

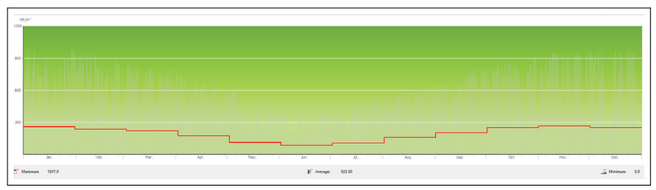
Consideration of factors both seasonally and daily is essential to achieving environmental sustainability, reducing ongoing emissions and maintaining the right environmental conditions for occupant health and well-being.



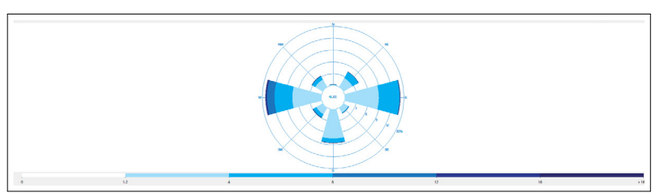
AIR TEMPERATURE



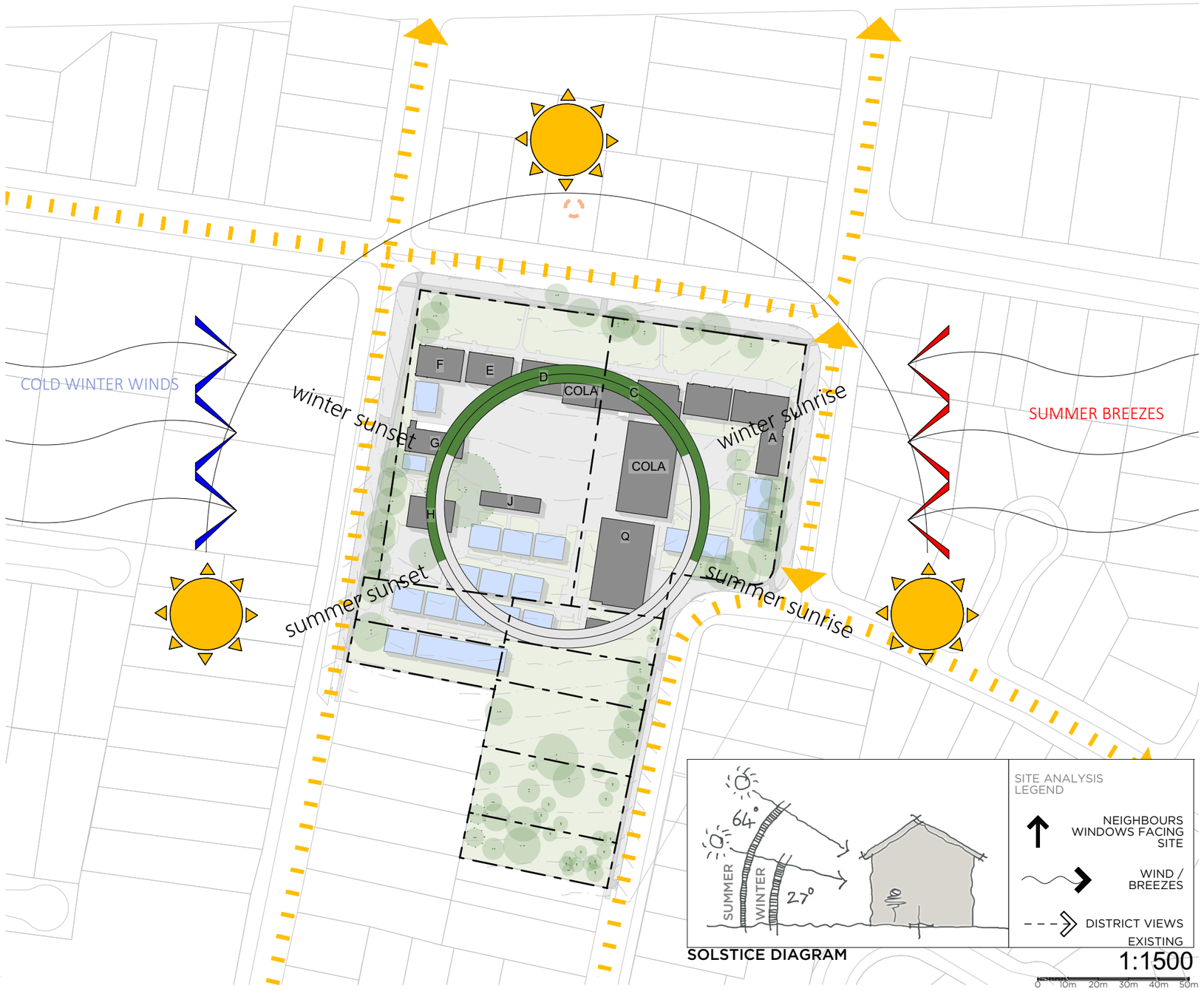
SOLAR RADIATION



HUMIDITY



WIND



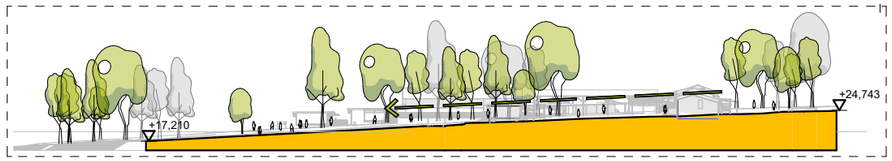
3. SITE CONSIDERATIONS

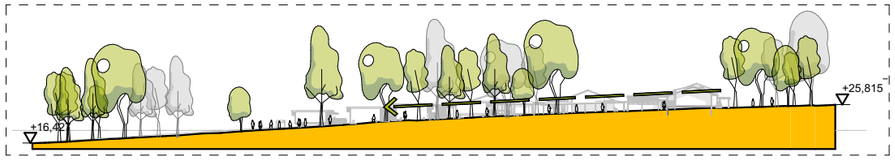
3.5 SITE ANALYSIS - TOPOGRAPHY

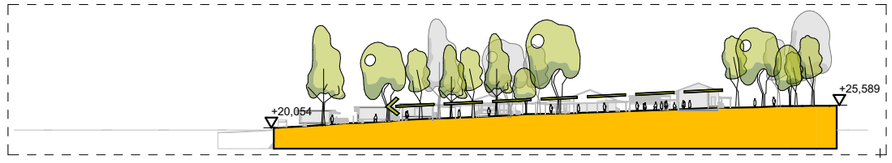
Slopes generally from Albert Street with a gentle slope towards the back of the site with a highpoint R.L. of 25.54m on the pathway on Albert Street to 16.18m on the southeast corner.

Amenity - Noise / Odour

There are no obvious external sources of noise or odour that will affect the school. The school is mainly surrounded by street front except the southern border of Lot 2 D.P. 18872 and Lot 14 D.P. 18872 as well as the western boundary of Lot 1&2 D.P. 794926 and Lot 14 D.P.18872 which borders Residential area.







STREET SECTION - BRABYN STREET BUILDING OUTLINE

STREET SECTION - BRABYN STREET

3. SITE CONSIDERATIONS

3.5 SITE ANALYSIS - GREEN INFRASTRUCTURE

The Preliminary Arboricultural Report (PAR) regards sixty-five (65) trees located within the grounds of Parramatta East Public School. The subject site was identified by NSW Department of Education (the Client) as possessing trees that may be impacted upon by the Paramatta East Public School Upgrade Project.

In part, the project scope was to nominate subject trees that are suitable for retention and removal by scoring the trees with a qualitative retention value based on a ground-based visual tree assessment. Environmental, botanical and heritage significance were considered when determining retention value. The report and findings will assist planners in design to protect and preserve worthy trees and reduce potential conflicts between subject trees and site development. Accurate information on the area required for tree retention and methods/techniques suitable for tree protection during construction have been provided.

Tree retention values have been determined based upon a modified version of the British Standard and which have been prescribed into one of the following four (4) categories, **A, B, C and U**.
A retention value trees as a site constraint and may require alterations to the proposed development design and/or specific protection measures to allow retention, unless the proposed development outweighs the retention value of the tree
B retention value trees as a site constraint consideration, lesser changes should be considered to retain such trees
C retention value trees are not considered a site constraint
U retention value trees are considered a site opportunity, as such trees are recommended for removal regardless of the proposed development.

Trees impacted by the proposed development:

A High retention value trees 5
B Moderate retention value trees 29
C Low retention value trees 12
U Trees to be removed irrespective of proposed development 19

3. SITE CONSIDERATIONS

3.5 SITE ANALYSIS - OPEN SPACE

TOTAL SITE = 17 820M²

OPEN SPACE = 7,423M²

EXISTING OPEN SPACE

SCHOOL ENROLMENTS FOR 2024 = 498 STUDENTS

OPEN SPACE PER STUDENT = 35M²

The usable space is mainly divided into three zones.

1. School centre

2. Open green zone

3. In-between the general learning spaces

School centre is a hard seal surface which does not provide a lot of cover to the elements.

The COLA in this space has fixed seating which make it unusable as a play space.

The open green zone is to the bottom of the site which has big trees and ample of play space.

The spaces in between the general learning spaces are restricted but provided some covered walkways and has artificial grass surfaces to cool down the space.

3. SITE CONSIDERATIONS

3.5 SITE ANALYSIS - CONTROLS

The following diagram identifies potential setbacks from all boundaries.

3. SITE CONSIDERATIONS

3.5 ASSET UTILISATION & CAPACITY

3. SITE CONSIDERATIONS

3.5 ASSET UTILISATION & CAPACITY

BLOCK A
• Library

BLOCK B
• 2 x GLS

BLOCK C
• Administration & Staff

BLOCK D
• OSHC, previously use as a hall

BLOCK E
• 2 x GLS, 2 x store rooms

BLOCK F
• 2 x GLS, store room

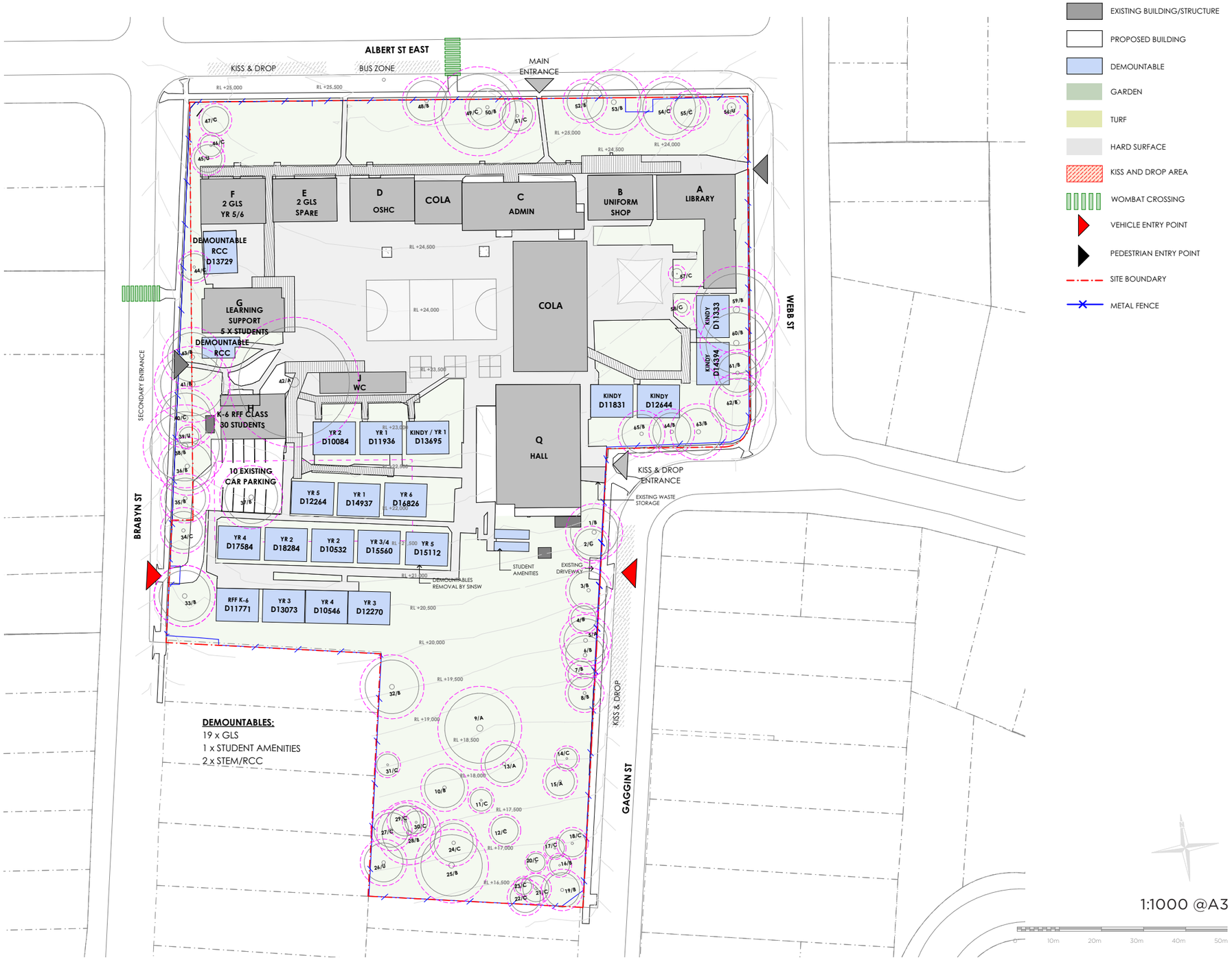
BLOCK G
• 2 x GLS. Office. 3 x store rooms

BLOCK H
• 1 x GLS, Canteen, office, Sport store,

BLOCK J
• Student toilets

BLOCK Q
• Multi-purpose hall + stage

DEMOUNTABLES
• 19 x GLS
• 2 x STEM
• 1 x student toilet

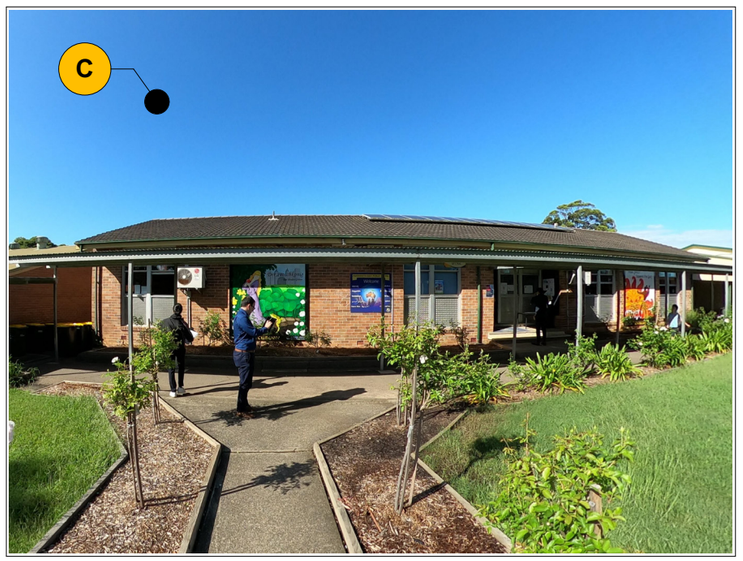


3. SITE CONSIDERATIONS

3.5 SITE ANALYSIS - EXISTING BUILDING & MATERIALS

BLOCK A, LIBRARY, NORTHERN ELEVATION

BLOCK B, CLASSROOMS, NORTHERN ELEVATION



MAIN ENTRANCE, BLOCK C, ADMIN

BLOCK D, HALL, NORTHERN ELEVATION

BLOCK E,CLASSROOMS, NORTHERN ELEVATION

BLOCK F, CLASSROOMS, NORTHERN ELEVATION

3. SITE CONSIDERATIONS

3.5 SITE ANALYSIS - EXISTING BUILDING & MATERIALS

BLOCK G, CLASSROOMS, NORTHERN ELEVATION

BLOCK H, CLASSROOM AND CANTEEN, NORTHERN ELEVATION

BLOCK J, CLINIC, NORTHERN ELEVATION

BLOCK Q, HALL, VIEW FROM NORTH WEST

Existing Material Palette Summary

Brick Veneer
Metal sheeting / Corrugated Iron
Painted Timber

Existing Paint Colours

Olive Green
Eucalypt Green
Cream / Off-white
Butter Yellow
Red Brick
Brown Brick

3. SITE CONSIDERATIONS

3.6 KEY OPPORTUNITIES & CONSTRAINTS

OPPORTUNITIES

1. Generous Front set back on Albert St East, currently 'out of bounds'
2. Establishing a street presence & defined entry point
3. Tree 42, Queensland box tree 30m high as focal point
4. Central play space, court yard, good supervision
5. Reclaim external play space when demountables are removed

CONSTRAINTS

6. 6 m Albert St setback
7. Existing demountable classrooms, unable to be relocated
8. Southern play space disconnected from site
9. Large COLA, cannot be removed

Multiple street frontages

Maintaining operation of the school during construction, including location of compounds and site sheds

Sloping site, requiring ramping to all buildings

LEGEND

- EXISTING BUILDING/STRUCTURE
- PROPOSED BUILDING
- REFURBISHMENT
- DEMOUNTABLE
- TO BE DEMOLISHED/REMOVED
- EXISTING AWNING/ COVERED WALKWAY
- PROPOSED AWNING/ COVERED WALKWAY
- GARDEN
- TURF
- EXISTING WALKWAY
- PROPOSED WALKWAY
- KISS AND DROP AREA
- WOMBAT CROSSING
- VEHICLE ENTRY POINT
- PEDESTRIAN ENTRY POINT
- SITE BOUNDARY
- METAL FENCE
- EXISTING TREE TO BE RETAINED (NUMBER & CATEGORY REFER TO ARBORIST)
- EXISTING TREE TO BE DEMOLISHED
- PROPOSED TREE
- TREE PROTECTION ZONE
- STRUCTURAL ROOT ZONE

04_DESIGN
PROCESS

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

4.1 MASTER PLAN DEVELOPMENT

4.1.1 PROCESS + BRIEF

The brief is to explore 3 preliminary options which includes upgrading capacity at Parramatta Ease PS to

Core 35 - 44 teaching spaces including removal of 23 existing demountable teaching spaces and upgrade to some associated core facilities in line with EFSG to accommodate projected growth of up to a total 1000 students by 2026 to address the student place demand.

Allow for a master plan to deliver a large primary school with 45 general learning spaces. For delivery purposes the focus will only be on phase/stage 01 of each option.

Phase 01 consist of core facilities except the Hall, to be upgraded to

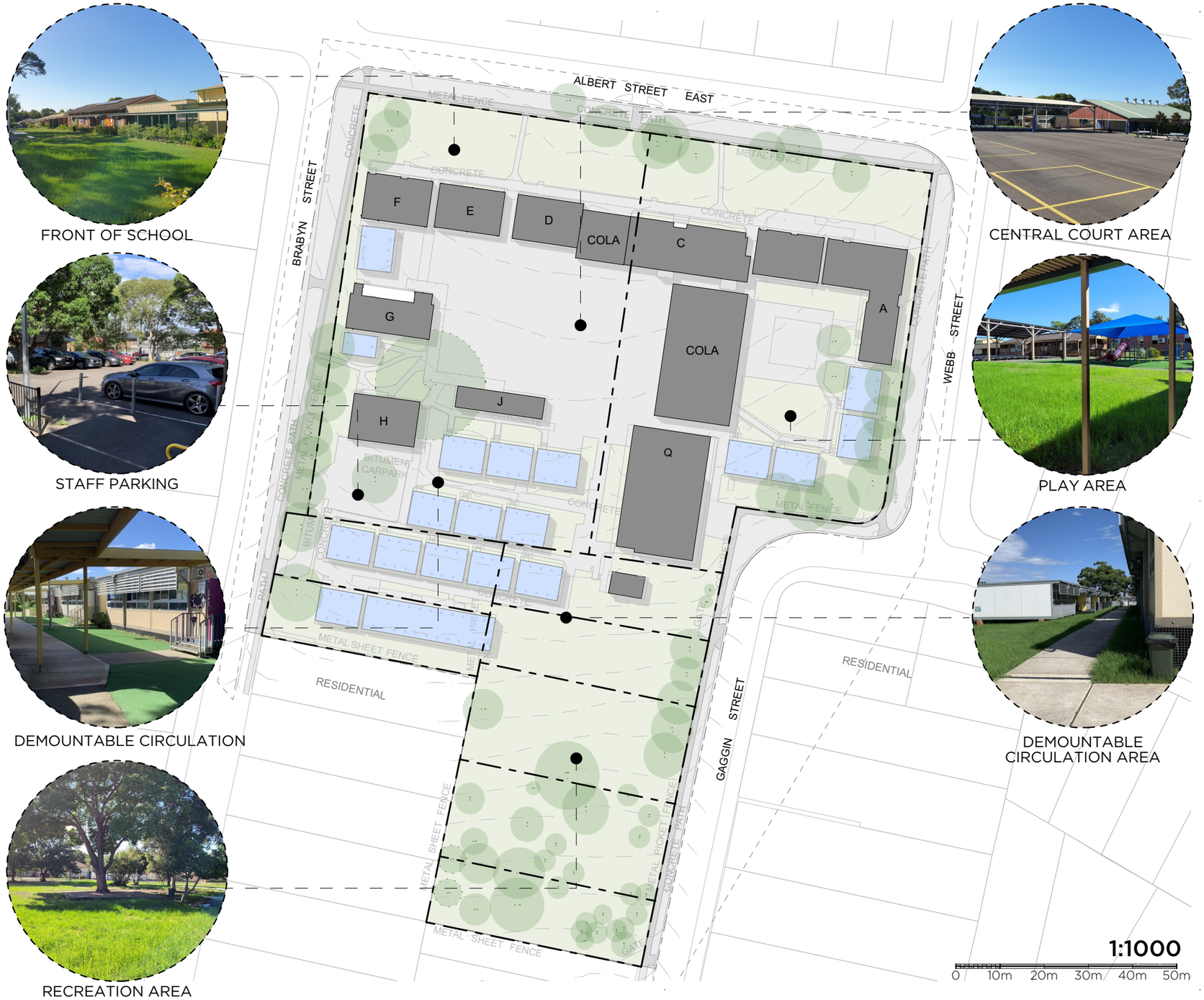
a large primary school.

FRONT OF SCHOOL

STAFF PARKING

DEMOUNTABLE CIRCULATION

RECREATION AREA



CENTRAL COURT AREA

PLAY AREA

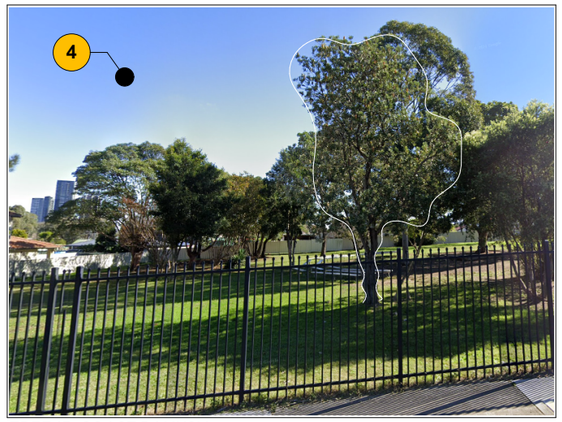
DEMOUNTABLE CIRCULATION AREA

4.1 MASTER PLAN DEVELOPMENT

4.1.1 PROCESS + BRIEF

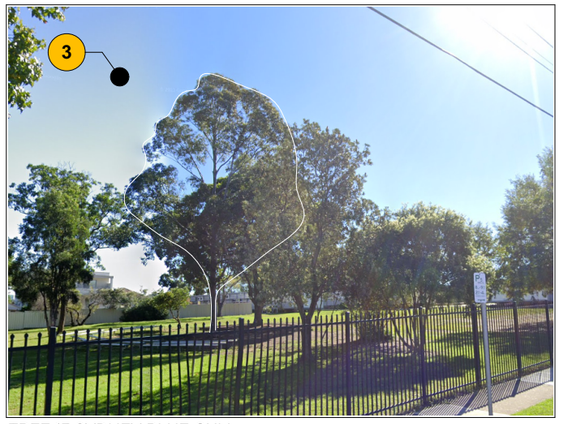
TREE 5: SPOTTED GUM

TREE 9 QUEENSLAND BOX



TREE 15: COAST BANKSIA

TREE 42: QUEENSLAND BOX

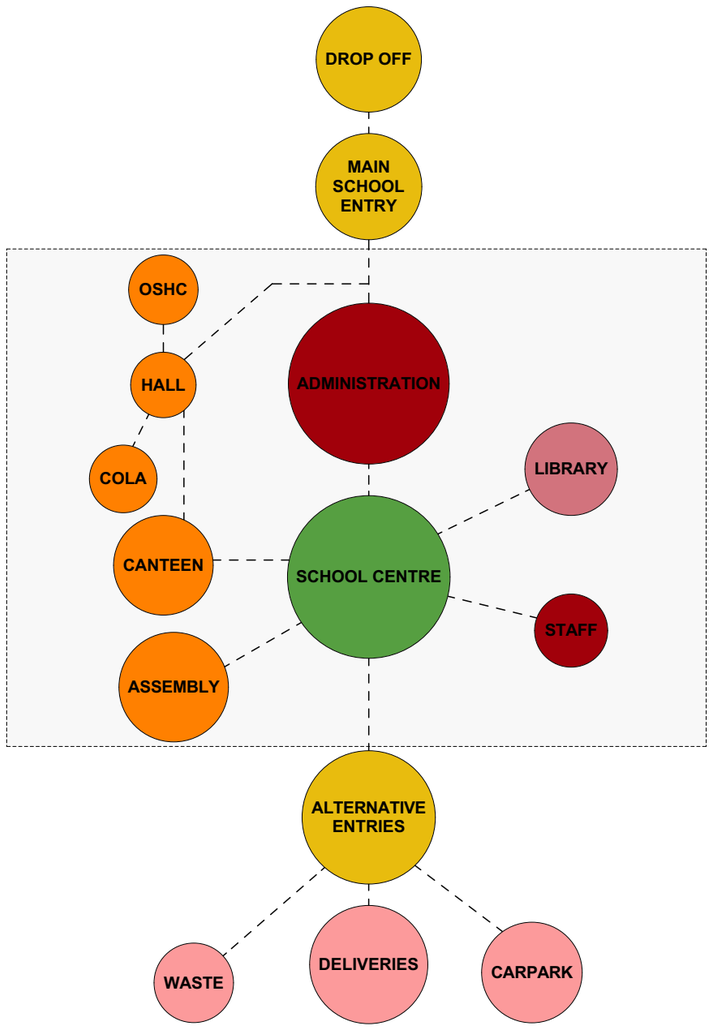


TREE 13 SYDNEY BLUE GUM

4.1 MASTER PLAN DEVELOPMENT

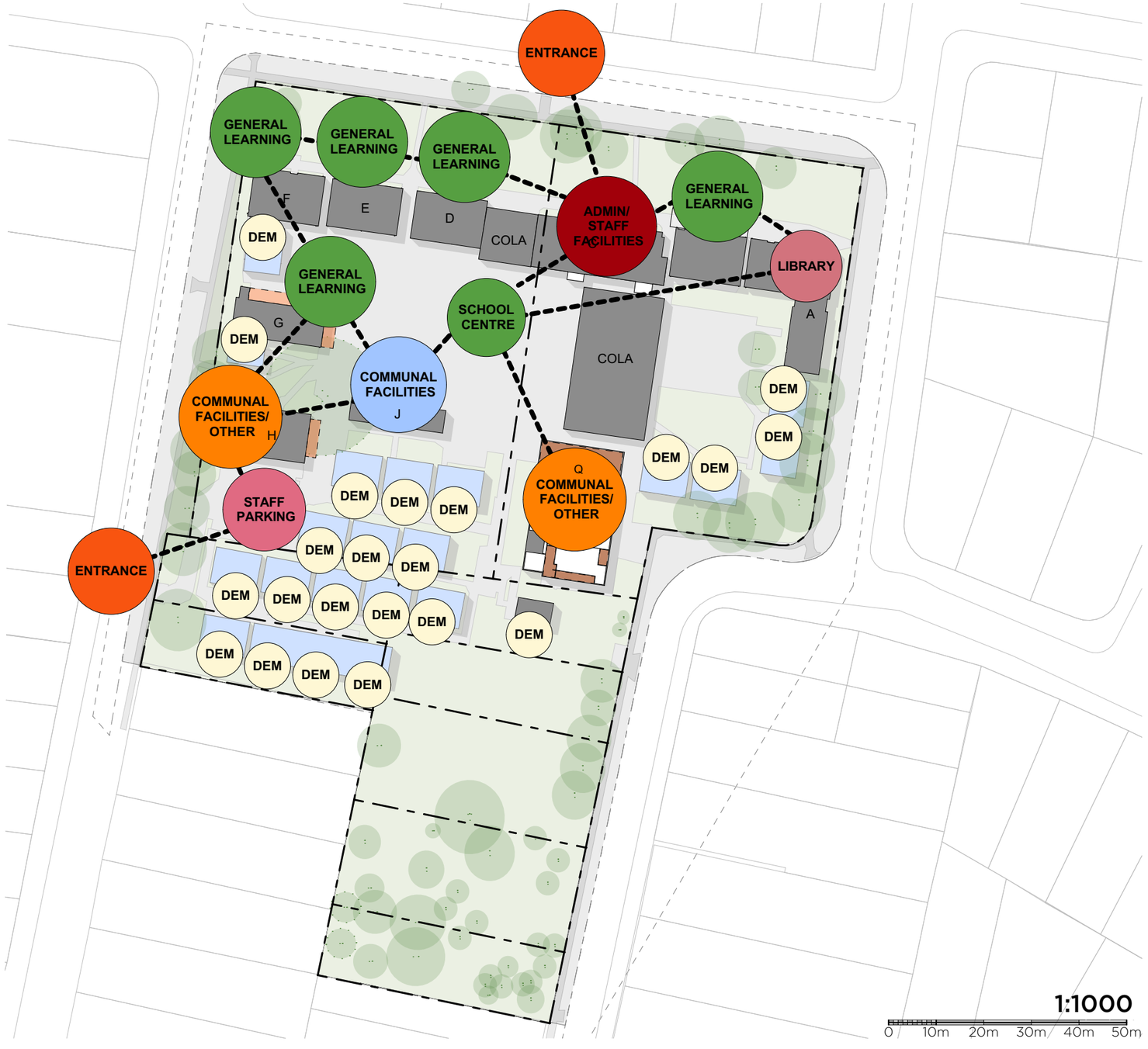
4.1.1 PROCESS + BRIEF

Existing Functional Relationships



EFSG - SITE RELATIONSHIP DIAGRAM

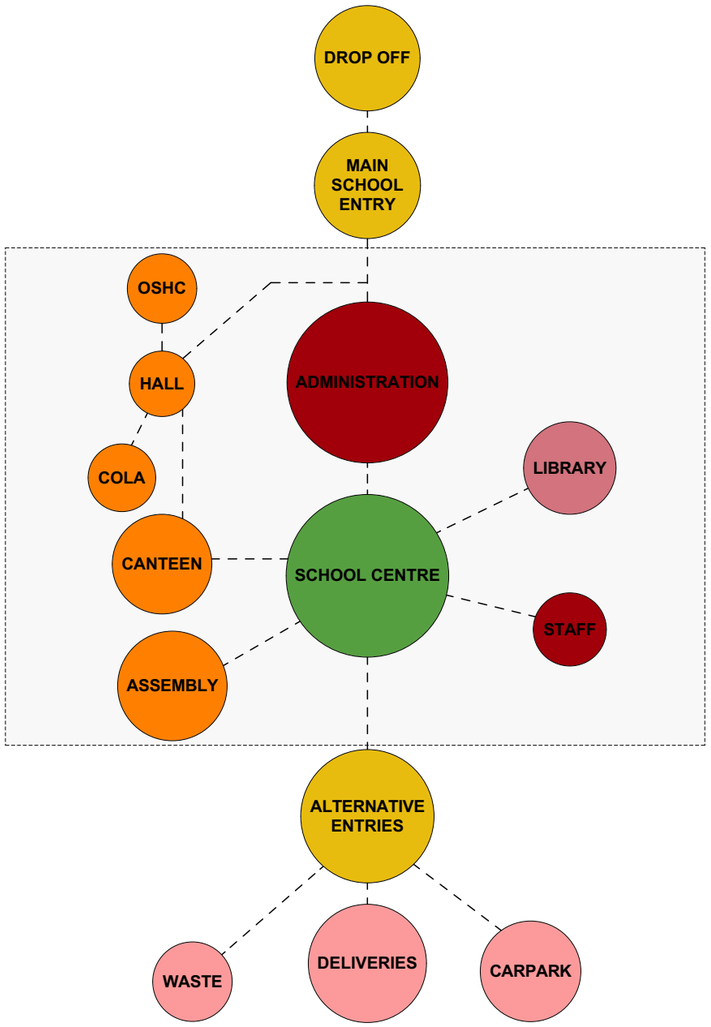
The diagram below illustrates the desirable relationships between the access/egress to a school site and between the main operational units and areas that form the central functions of a school. Relationships between other school facilities are indicated in the relevant learning and support unit section.



4.1 MASTER PLAN DEVELOPMENT

4.1.1 PROCESS + BRIEF

Proposed Functional Relationships



EFSG - SITE RELATIONSHIP DIAGRAM

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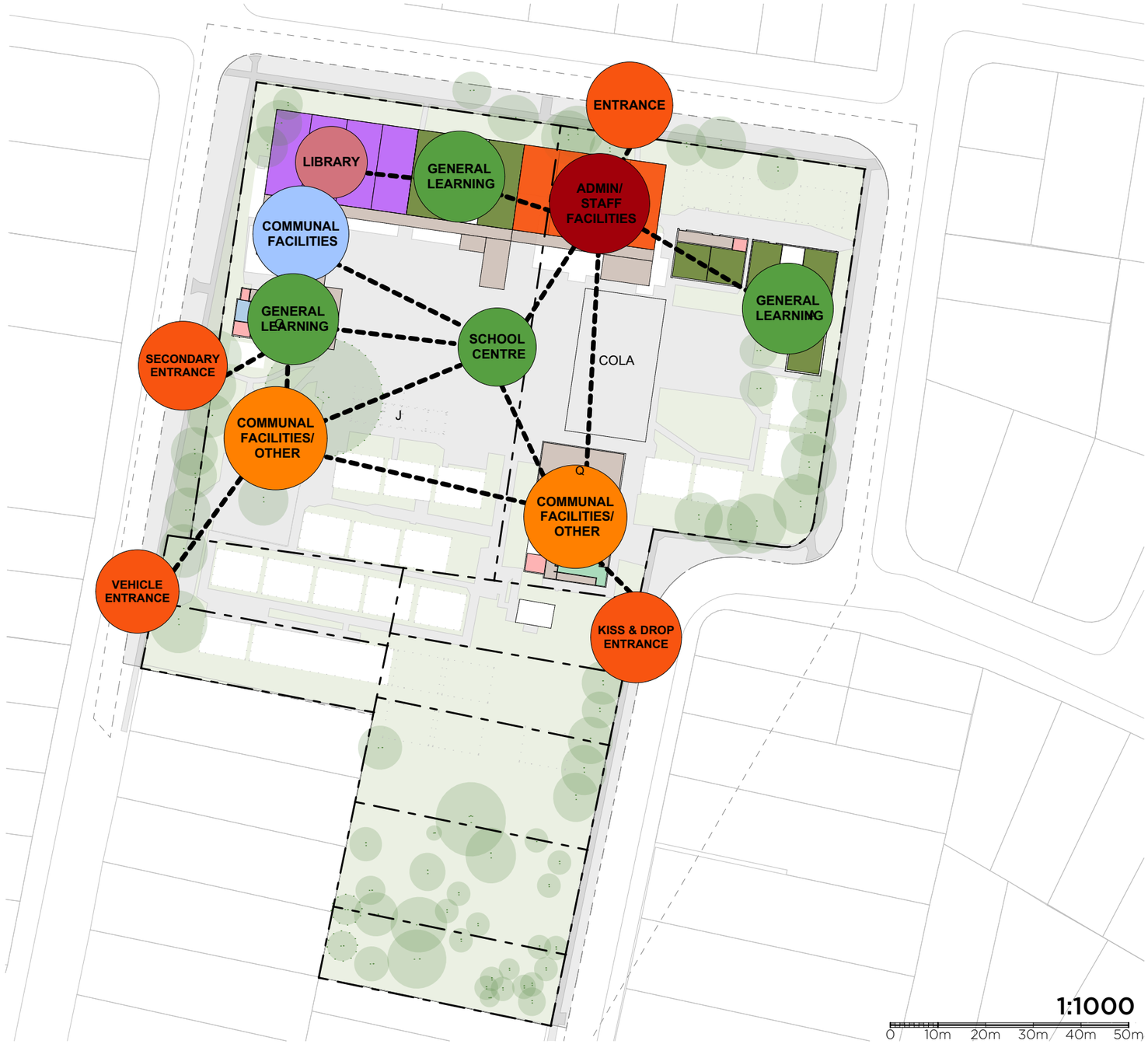
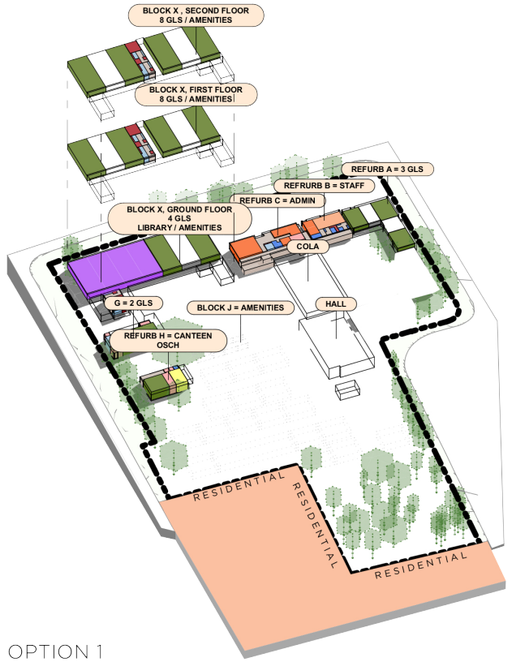


4.1 MASTER PLAN DEVELOPMENT

4.1.2 MASTER PLAN OPTIONS

COLLABORATIVE LEARNING	✓
COMMUNITY ENGAGEMENT	✓
EXTERNAL CONNECTIONS	✓
DIVERSE LEARNING SPACES	✓
BUILDING AS A TEACHING TOOL	✓
FLEXIBILITY	✓
FUTURE ADAPTIBILITY	✓

This option will require 2 demountables to accommodate demand in 2026, reducing to 1 in 2032. Nil demountables are required from 2037.



OPTION 1

This option explores the north west corner of the site with a three storey building. Placed on the corner of Brabyn and Albert, it will act as an orientation point for the neighbourhood. This option gives minimal relocation on site, staging for this option is simpler

PHASE 01

- Total of x25 permanent GLSs
- Refurbish Block A for library to 3 GLS
- Refurbish Block B and C into Admin & Staff
- New Library
- 20 New Permanent Teaching Spaces
- Building Services & Student / Staff Amenities
- Site Services Infrastructure upgrade
- Covered bike parking
- New student amenities on school site
- Demolish Block D, E, F, & J

COLLABORATIVE LEARNING	✓
COMMUNITY ENGAGEMENT	✓
EXTERNAL CONNECTIONS	✓
DIVERSE LEARNING SPACES	✓
BUILDING AS A TEACHING TOOL	✓
FLEXIBILITY	✓
FUTURE ADAPTIBILITY	✓

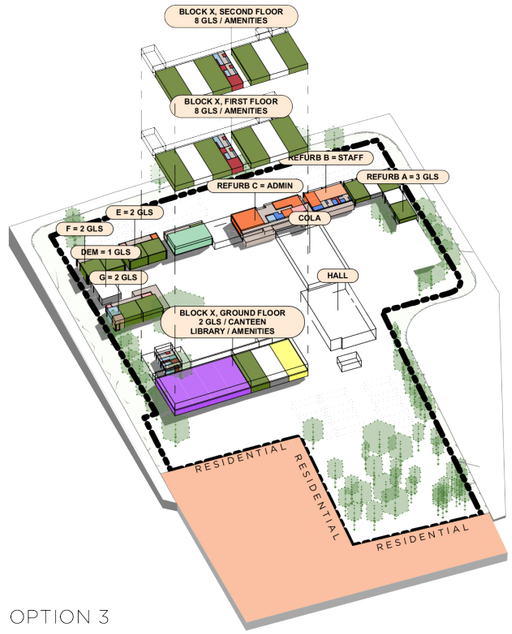
OPTION 2

This option explores the north west corner of the site with a three storey building. Placed on the corner of Brabyn and Albert, it will act as an orientation point for the neighbourhood. This option gives minimal relocation on site, staging for this option is simpler

PHASE 01

- Total of x25 permanent GLS plus 3 Support Learning GLS
- Refurbish Block A for library to 1 GLS and staff room
- Refurbish Block B into 2 GLS
- New Library
- 20 New Permanent GLS
- 3 New Support Learning GLS
- Building Services & Student / Staff Amenities
- Site Services Infrastructure upgrade
- Covered bike parking
- New student amenities on school site

COLLABORATIVE LEARNING	✓
COMMUNITY ENGAGEMENT	✗
EXTERNAL CONNECTIONS	✗
DIVERSE LEARNING SPACES	✓
BUILDING AS A TEACHING TOOL	✓
FLEXIBILITY	✓
FUTURE ADAPTIBILITY	✓



OPTION 3

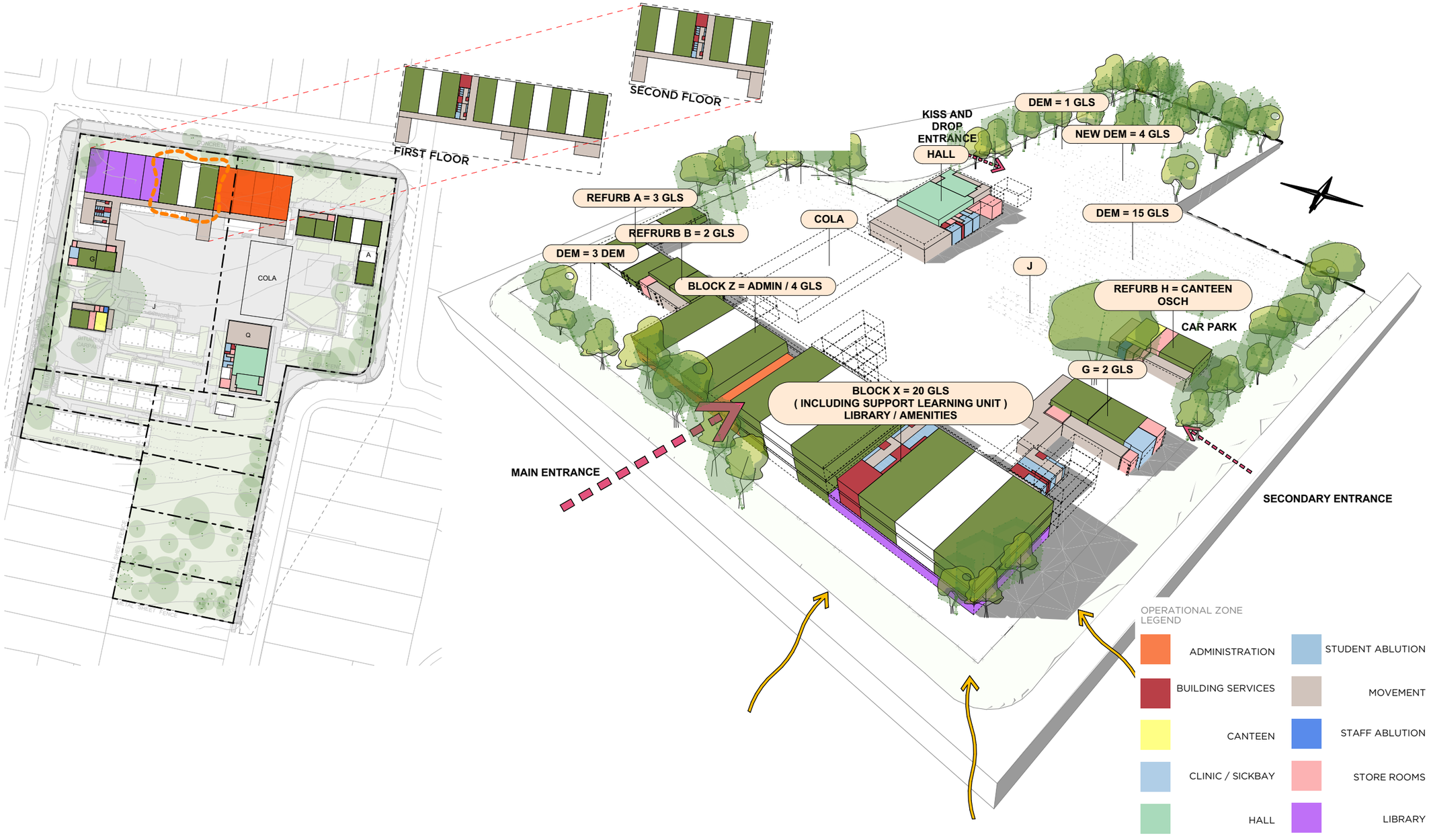
This option keeps most of the existing buildings to the north of the site however it has a bigger impact on the staging of the activity. New building placement is where the existing demountables are located which means students will have to be temporarily relocated off site.

PHASE 01

- Total of x27 permanent GLSs
- Refurbish Block A for library to 3 GLS
- Refurbish Block B & C into Admin & Staff
- New Library
- 18 New Permanent Teaching Spaces
- New Canteen
- Building Services & Student / Staff Amenities
- Site Services Infrastructure upgrade
- Covered bike parking

4.1 MASTER PLAN DEVELOPMENT

4.1.3 MASTER PLAN OPTION ANALYSIS



MASTER PLAN OPTION 2

4.2 CONCEPT DESIGN DEVELOPMENT

4.2.1 KEY CONSIDERATIONS

From the preferred master plan option 02 the concept design process developed horizontal & vertical access, external window rationalisation, lines of security, cladding pattern, soft & hard landscaping, external active & passive play space and covered connections to buildings.

Block R is orientated to the north, with the plan of the administration, library and General Learning Spaces set out according to the EFSG hub layouts on a 9x7.5m grid- this allows the design to be adapted to Modern Methods of Construction (MMC) or traditional construction. The concept was based on the knowledge that the project was to go ahead as a MMC approach.

As MMC uses CLT, sprinklers were required in order to comply, as a result it mitigated the need for DTS compliance with spandrels panels allowing window sill heights below 0.9m which was adopted as per the MMC guidelines.

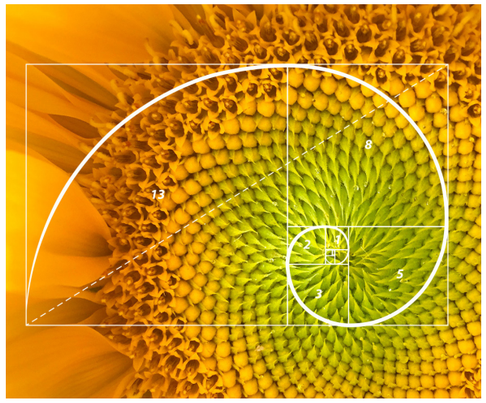
To meet daylight and ventilation requirements one wall for each of the General Learning Spaces was glazed with operable windows and vents over for supply air to the ducted AC systems.

PEPS is located to the north of the Parramatta River and is located on the traditional land of the Darug people. The proposed colour palette and cladding proportions is informed through the river colours and plant proportions translated using the golden ratio 1.61. The use of 1,200w x 2,000H modules for the windows & main cladding panels whilst not exactly at the 1.61 ratio, in order to maintain round dimensions, the proportions reference nature and break up the horizontal mass of the north elevation.

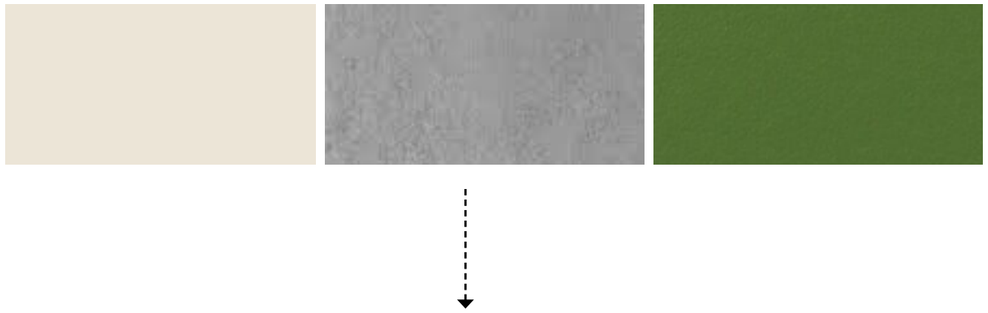
Way finding to the main entrance is established with a splayed setback perimeter fence line along coupled with a cantilevered awning with timber look lined soffit and welcome signage in Darug language.

Off to the east a healing garden with seating provide opportunity for private/quite time for children and their parent/s & carers. Native Grevilia's line the entry path in acknowledgment of the stolen generation. The front set back developed to be of low water use with natives flora mixed with rocks and pebbles.

Parramatta River



Golden Ratio

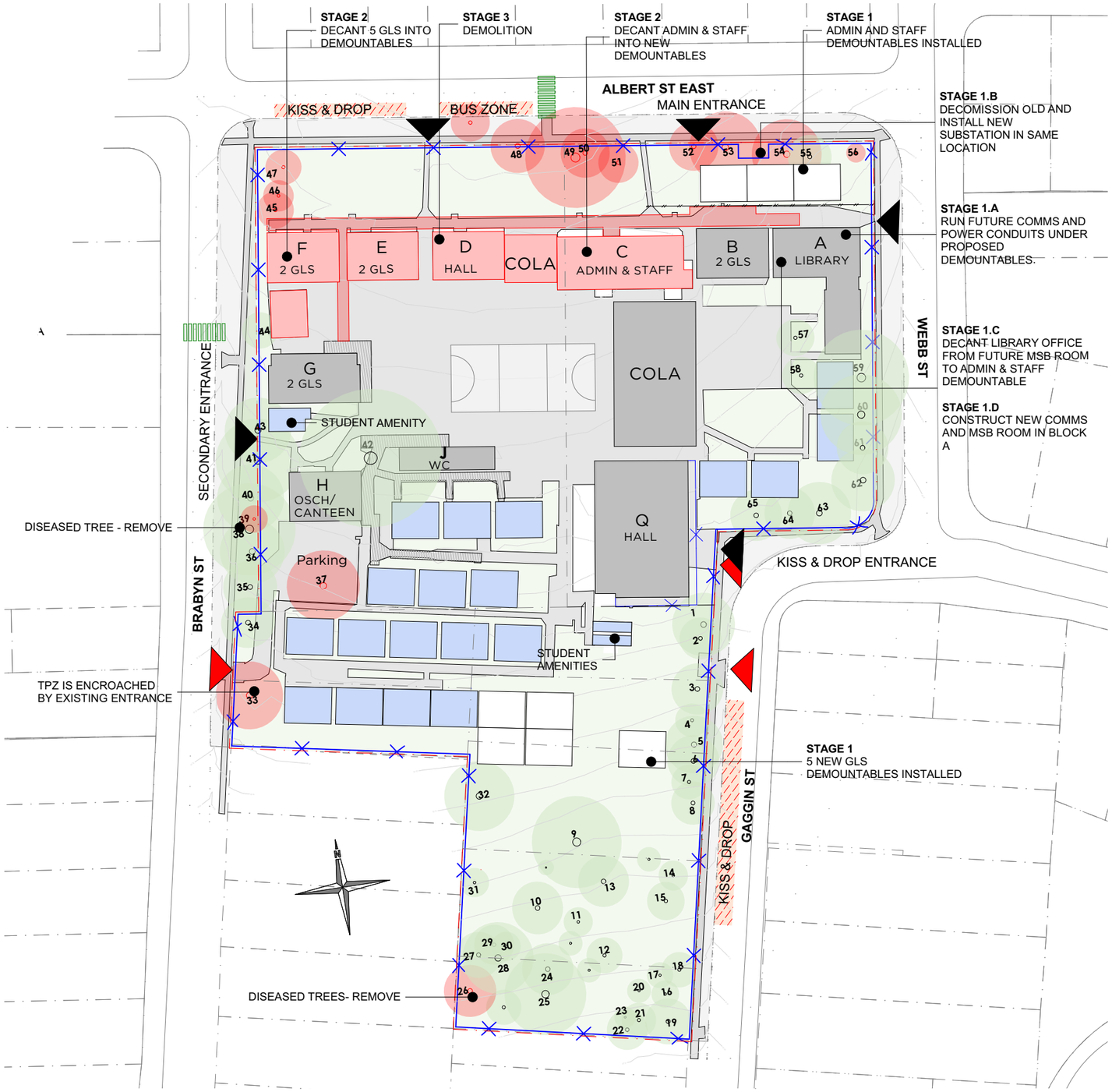


Concept Design Palette, entry & full height windows

Adjusted colour palette, window & cladding proportions & entry awning

4.2 CONCEPT DESIGN DEVELOPMENT

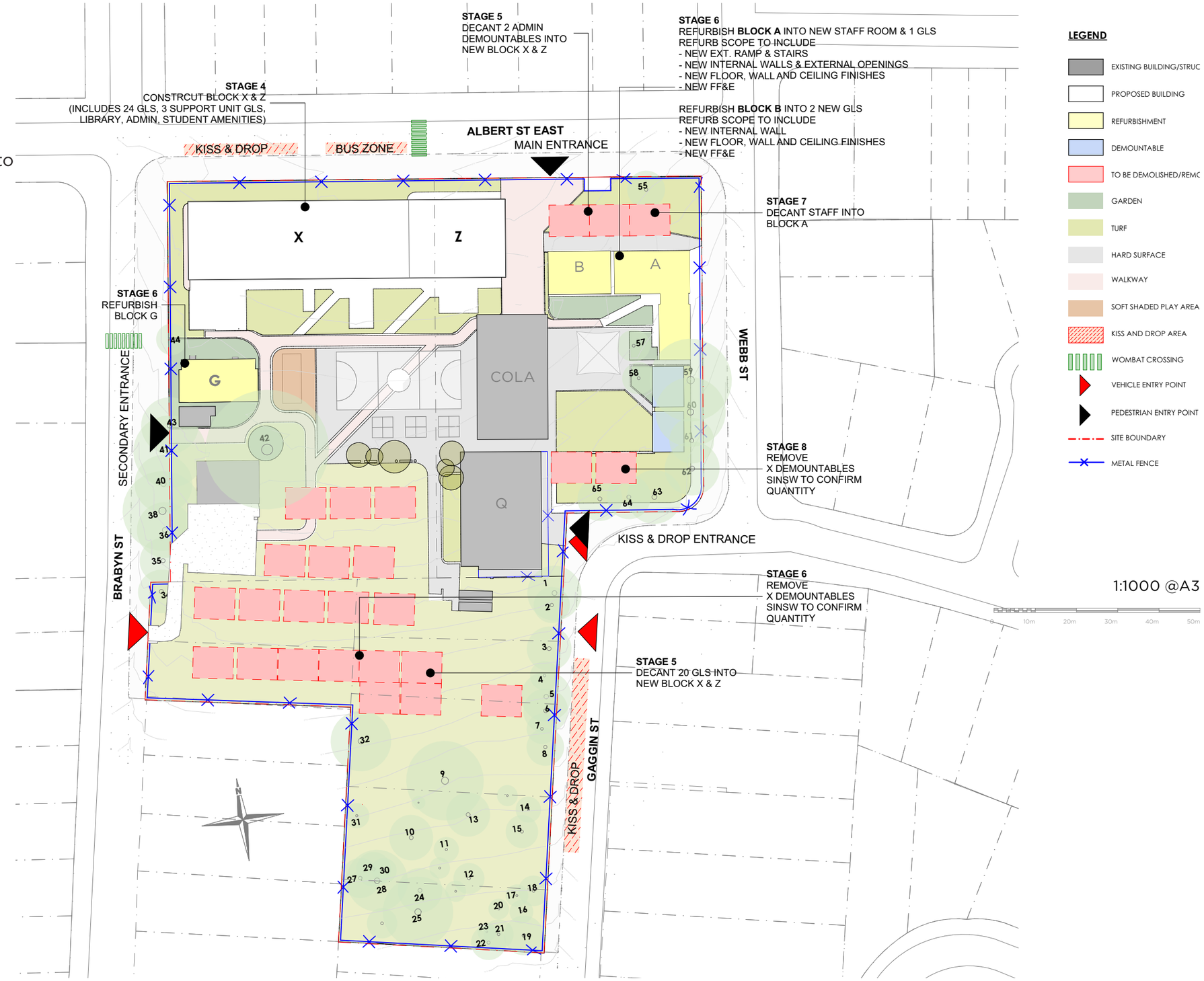
4.2.2 CONCEPT DESIGN OPTION



4.2 CONCEPT DESIGN DEVELOPMENT

4.2.2 CONCEPT DESIGN OPTION

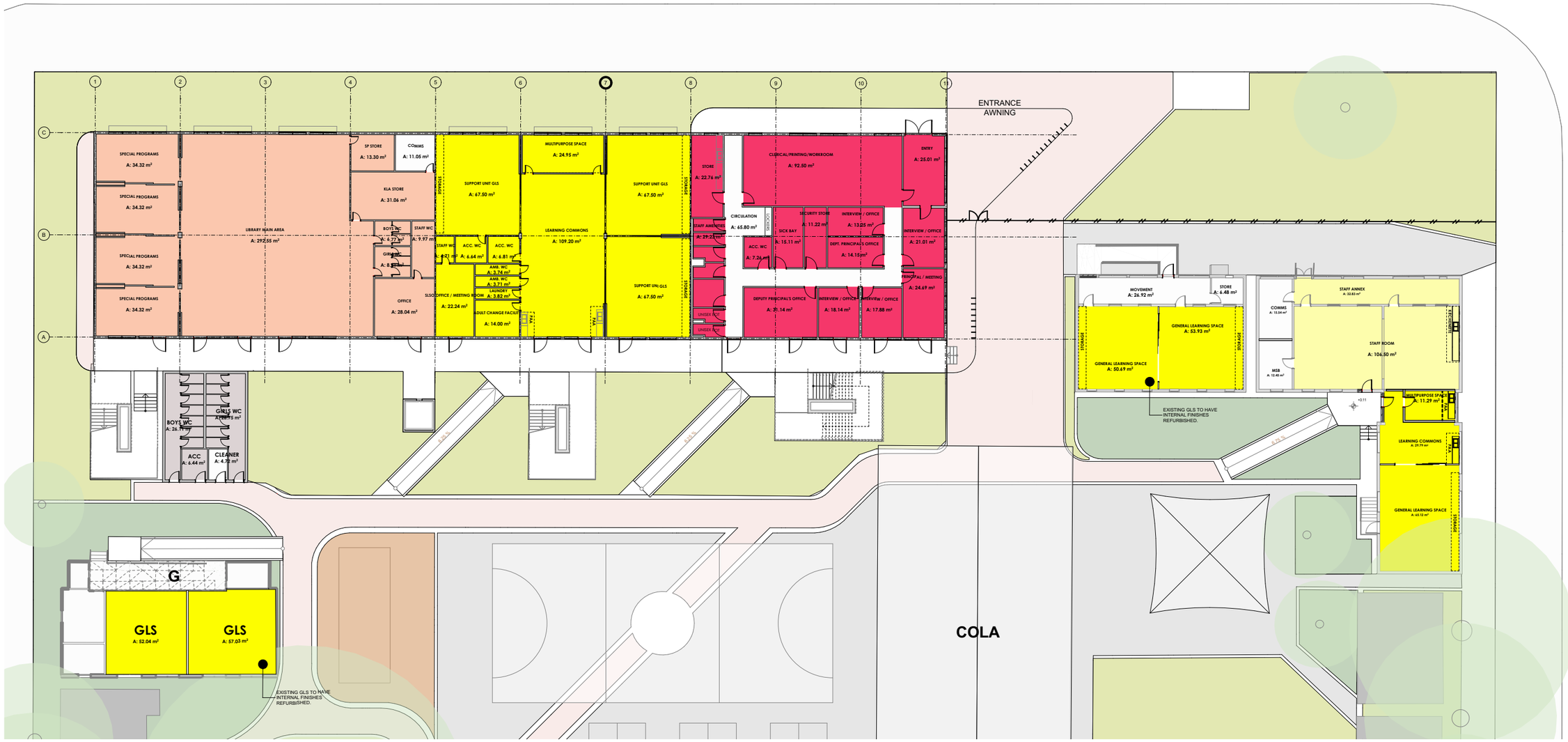
The concept design evolved from the master plan phase to include an additional hub of 4 GLS to block Z, bringing the total new GLS count up to 24.



4.2 CONCEPT DESIGN DEVELOPMENT

4.2.3 CONCEPT DESIGN PLANS

GENERAL LEARNING UNIT
LIBRARY UNIT
STAFF UNIT
ADMINISTRATION UNIT
STUDENT AMENITIES
CIRCULATION



GROUND FLOOR PLAN

4.2 CONCEPT DESIGN DEVELOPMENT

4.2.3 CONCEPT DESIGN PLANS

GENERAL LEARNING UNIT

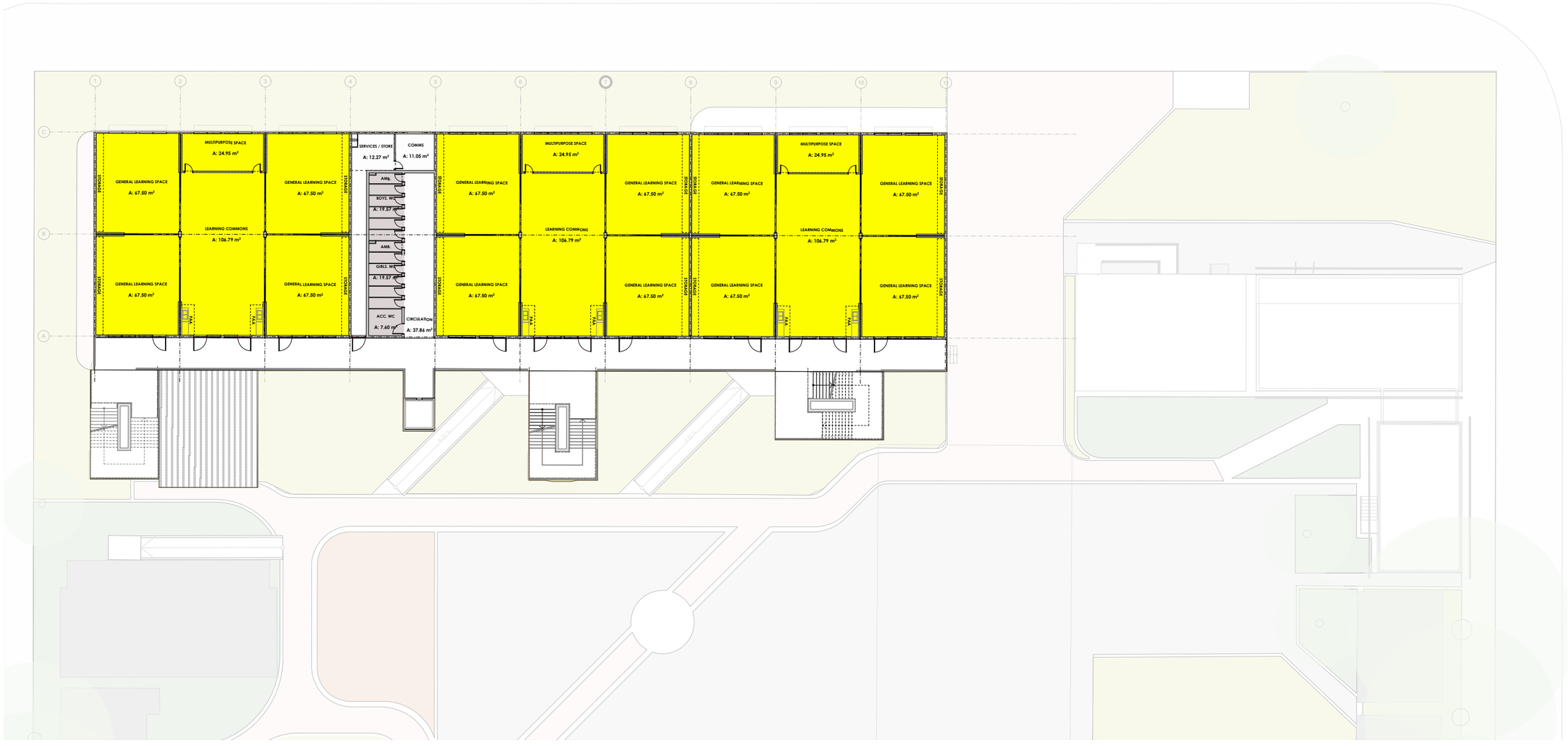
LIBRARY UNIT

STAFF UNIT

ADMINISTRATION UNIT

STUDENT AMENITIES

CIRCULATION



FIRST & SECOND FLOOR PLAN

05_BUILT FORM & URBAN RESPONSE

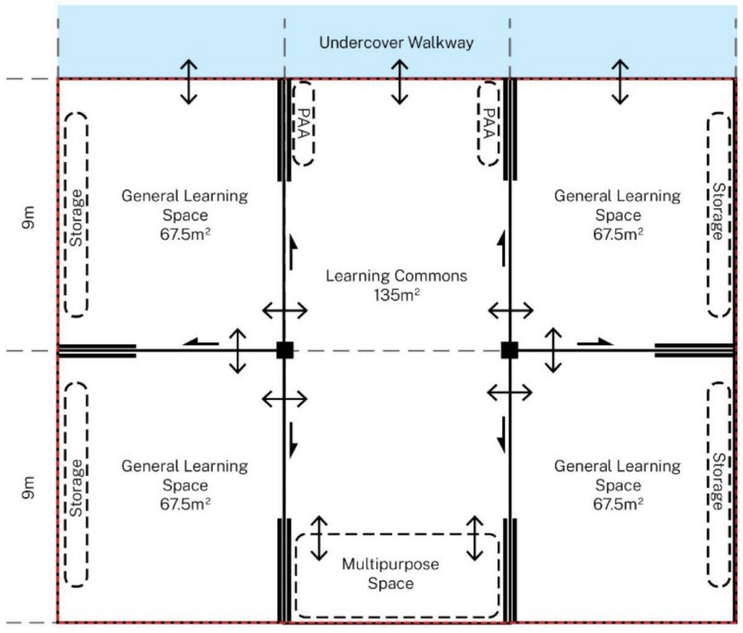
Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

5. BUILT FORM & URBAN RESPONSE

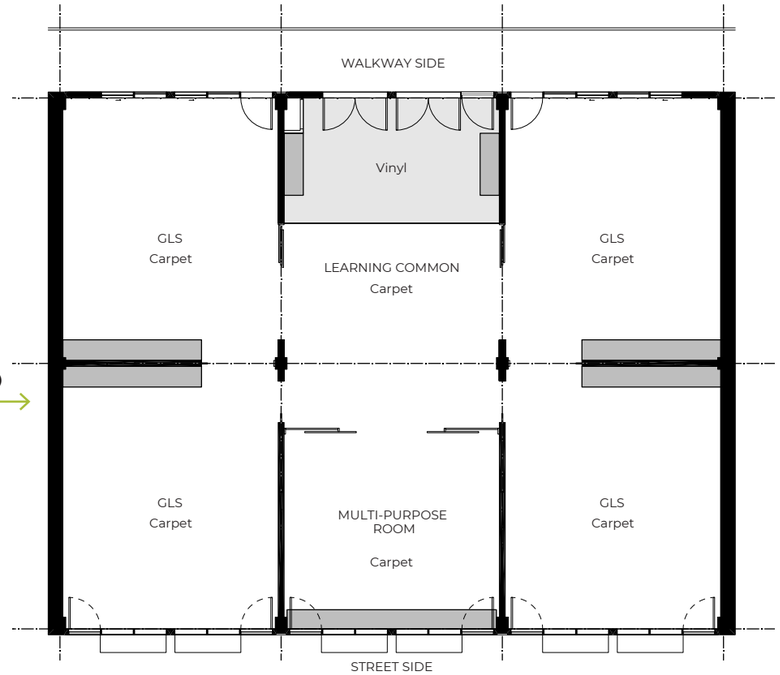
5.1 DOE STANDARD LEARNING HUBS

Changes to the standard hub layouts issued by the client during schematic design included the following: (Far right image was the updated layout)

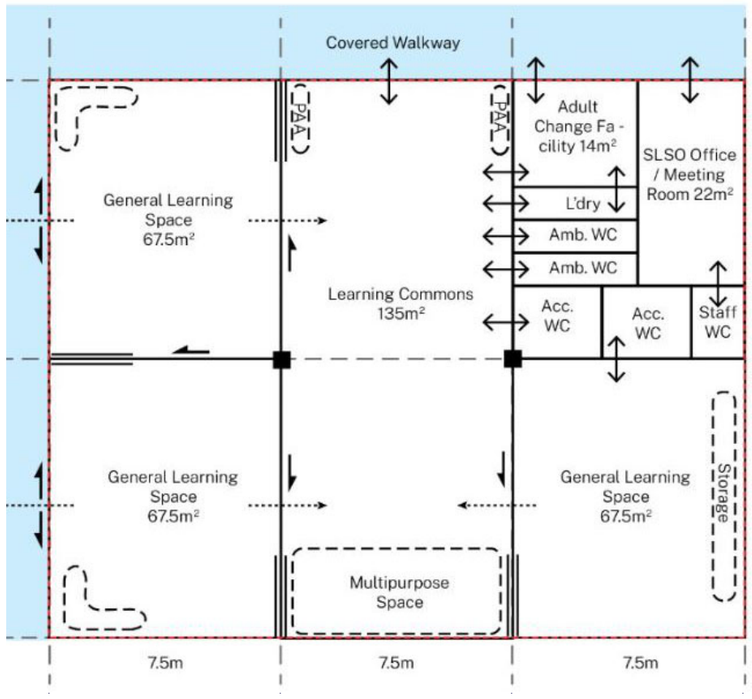
Typical GLS Hub
Seminar room increased in depth.



UPDATED TO



Support Learning Unit
Changes to the planning of the change facility, office & toilet configuration



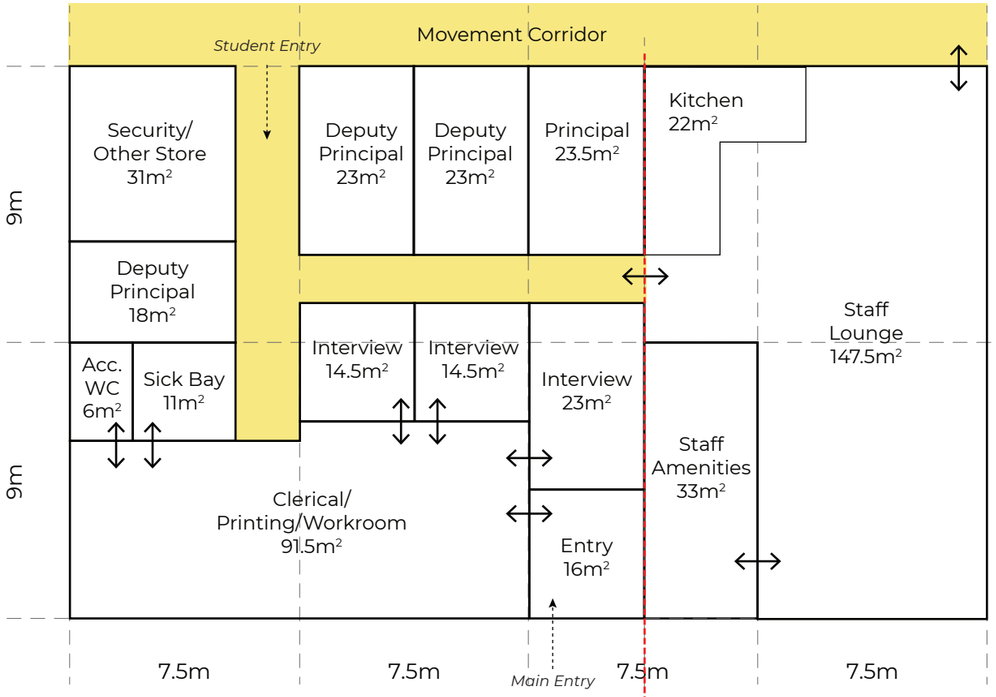
UPDATED TO

5. BUILT FORM & URBAN RESPONSE

5.1 DOE STANDARD LEARNING HUBS

Changes to the standard hub layouts issued by the client during schematic design included the following: (Far right image was the updated layout)

Administration Hub
Student & Public entry locations, interview & office rearrangement.



Option to open onto covered outdoor space

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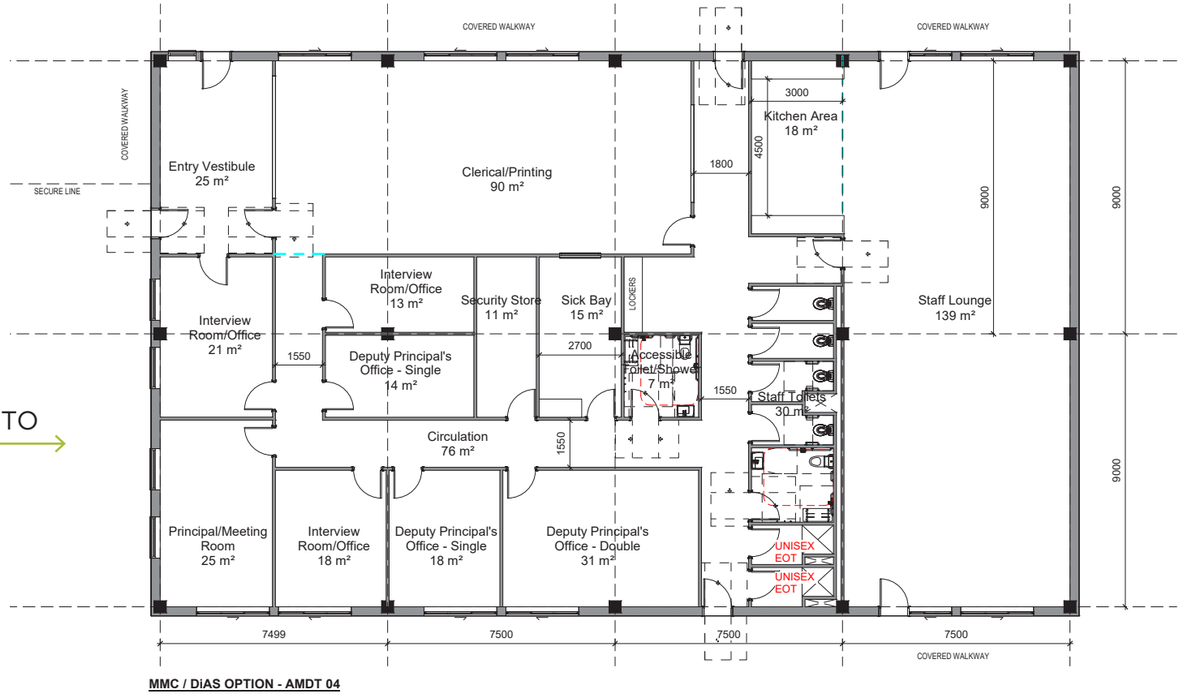


MMC / DiAS OPTION - AMDT 04

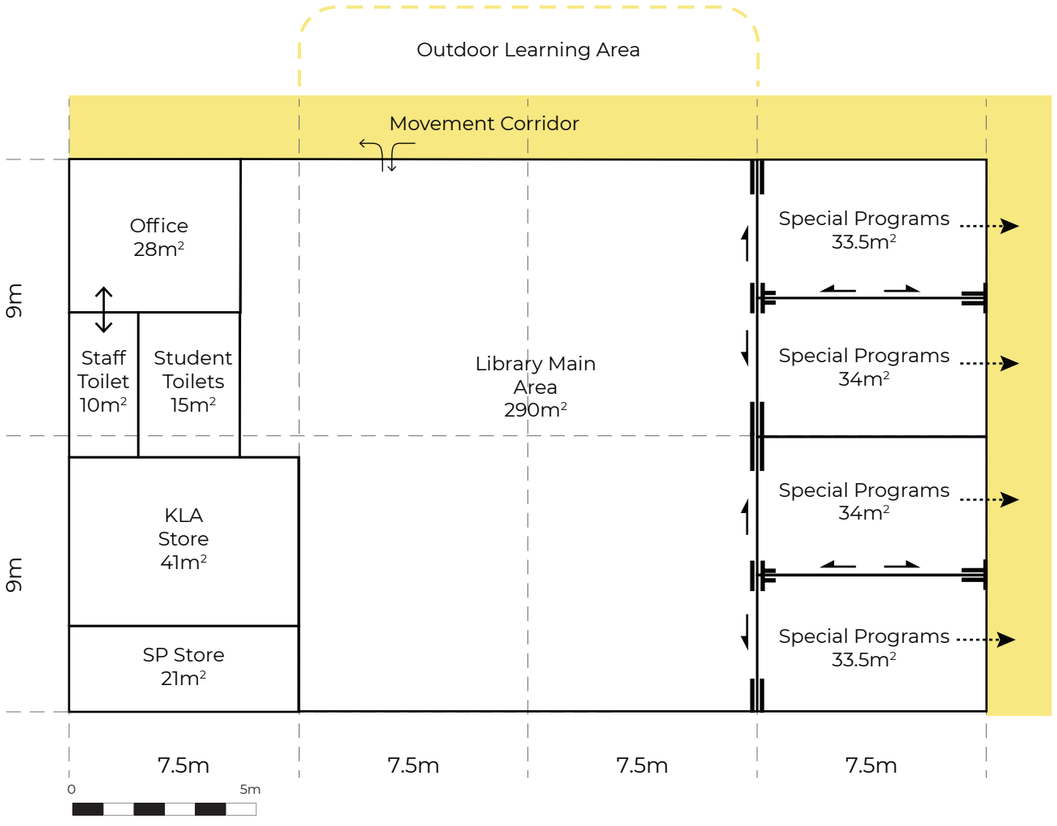
5. BUILT FORM & URBAN RESPONSE

5.1 DOE STANDARD LEARNING HUBS

Changes to the standard hub layouts issued by the client during schematic design included the following: (Far right image was the updated layout)

Library Hub

Change from Large to small size, reducing floor plate by one module, reducing storage & 2 special programs rooms. Change was brought in to allow the external toilet block to be brought into the floor plate.



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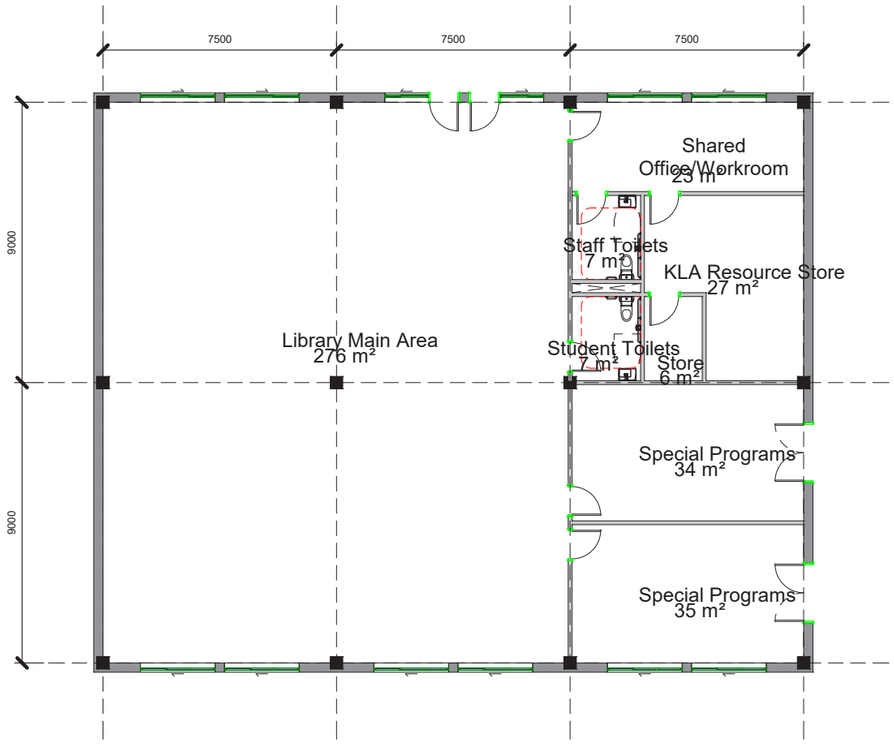


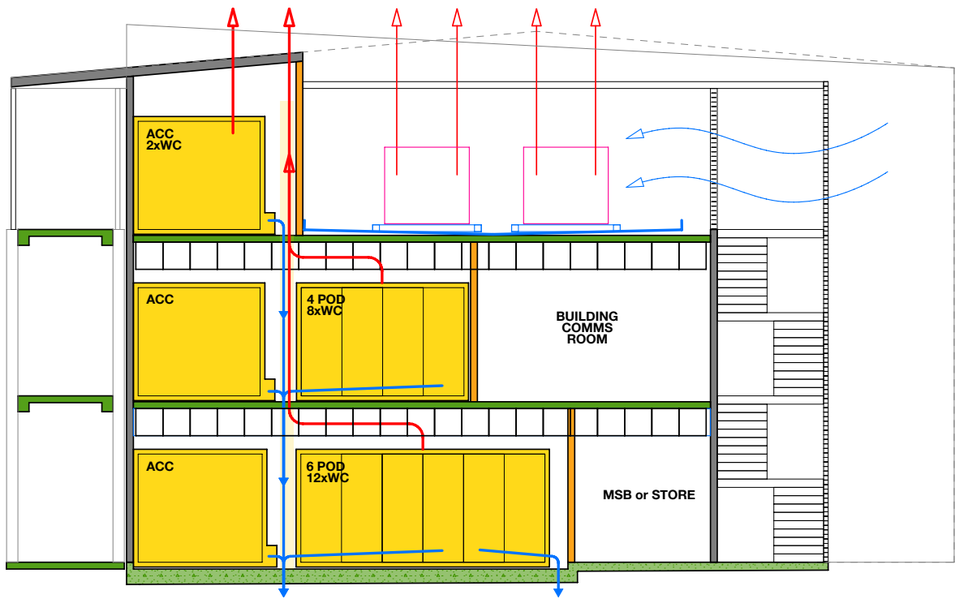
5. BUILT FORM & URBAN RESPONSE

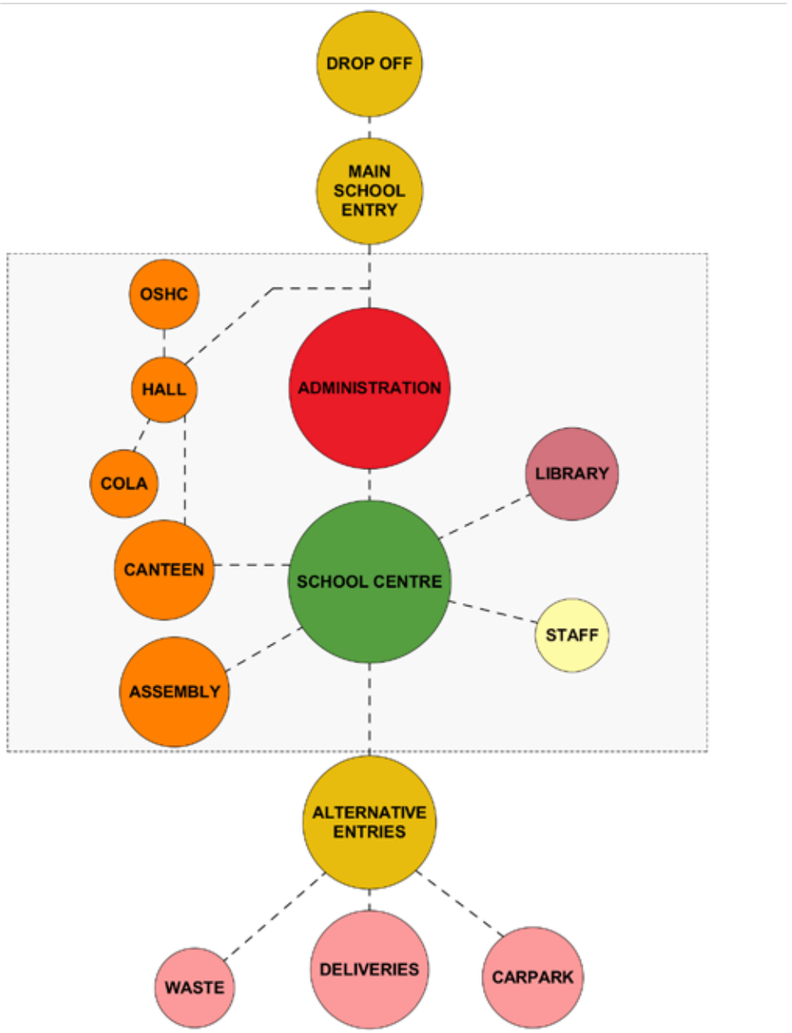
5.1 DOE STANDARD LEARNING HUBS

Changes to the standard hub layouts issued by the client during schematic design included the following: (Far right image was the updated layout)

Service Core

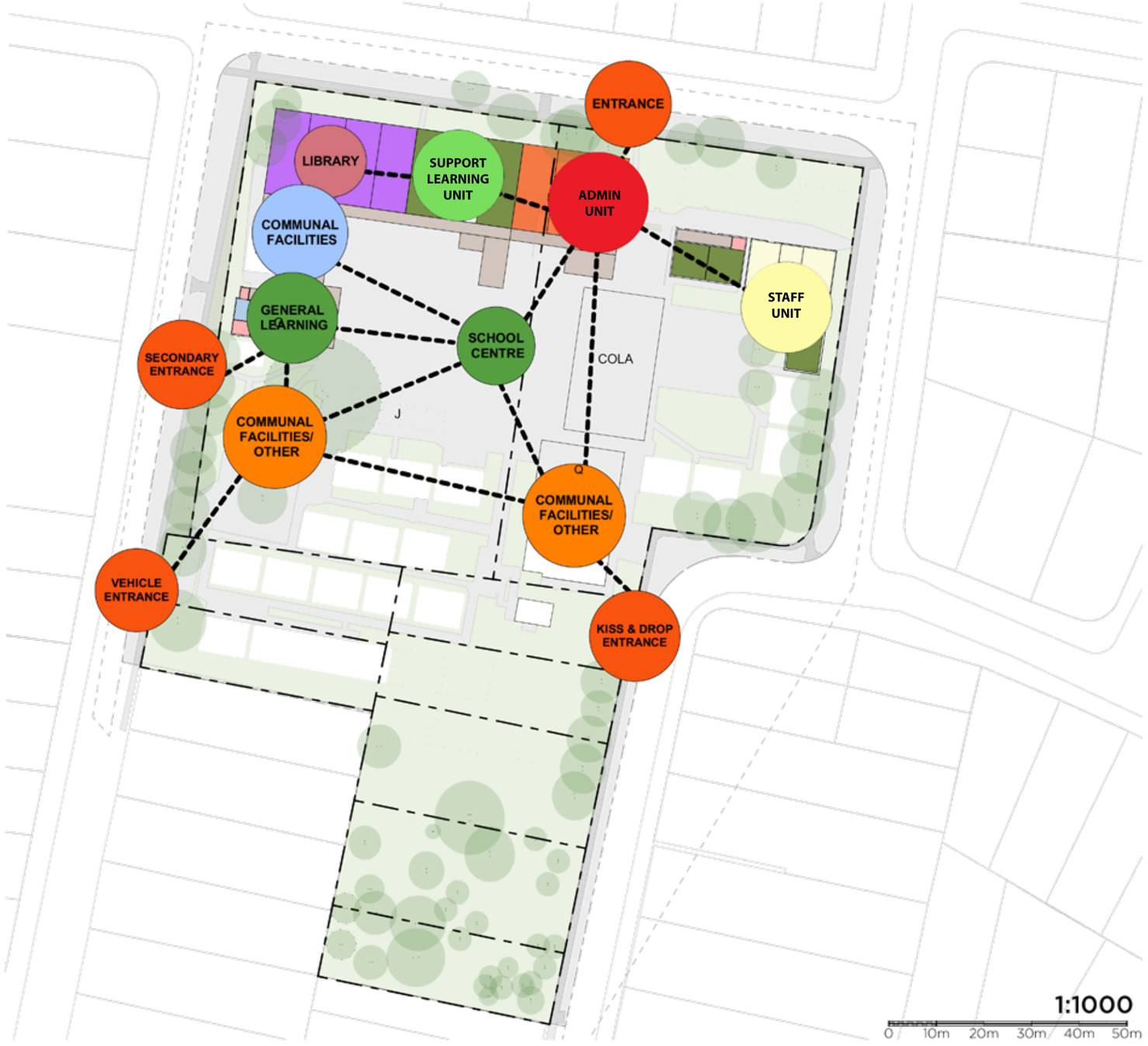
Inclusion of a service stair to provide direct access to service rooms and AC plant on level 2 floor plan





EFSG - SITE RELATIONSHIP DIAGRAM

The diagram below illustrates the desirable relationships between the access/egress to a school site and between the main operational units and areas that form the central functions of a school. Relationships between other school facilities are indicated in the relevant learning and support unit section.



5. BUILT FORM & URBAN RESPONSE

5.3 BLOCKING & STACKING

Overshadowing (SEPP - Transport & Infrastructure 2021 Schedule 6)
A new building or an alteration or addition to an existing building must not overshadow any adjoining residential accommodation so that solar access to any habitable room or principal private open space on the adjoining property—
(a) is reduced to less than 3 hours of solar access between 9:00 am and 3:00 pm at the winter solstice, or
(b) is reduced in any manner if solar access to any habitable room on the adjoining property is already less than 3 hours.

With the position of the new 3 storey building to the north of the site, this options does not have any risk of overshadowing the neighbours to the south.

SUN STUDY 09H00 (WINTER)

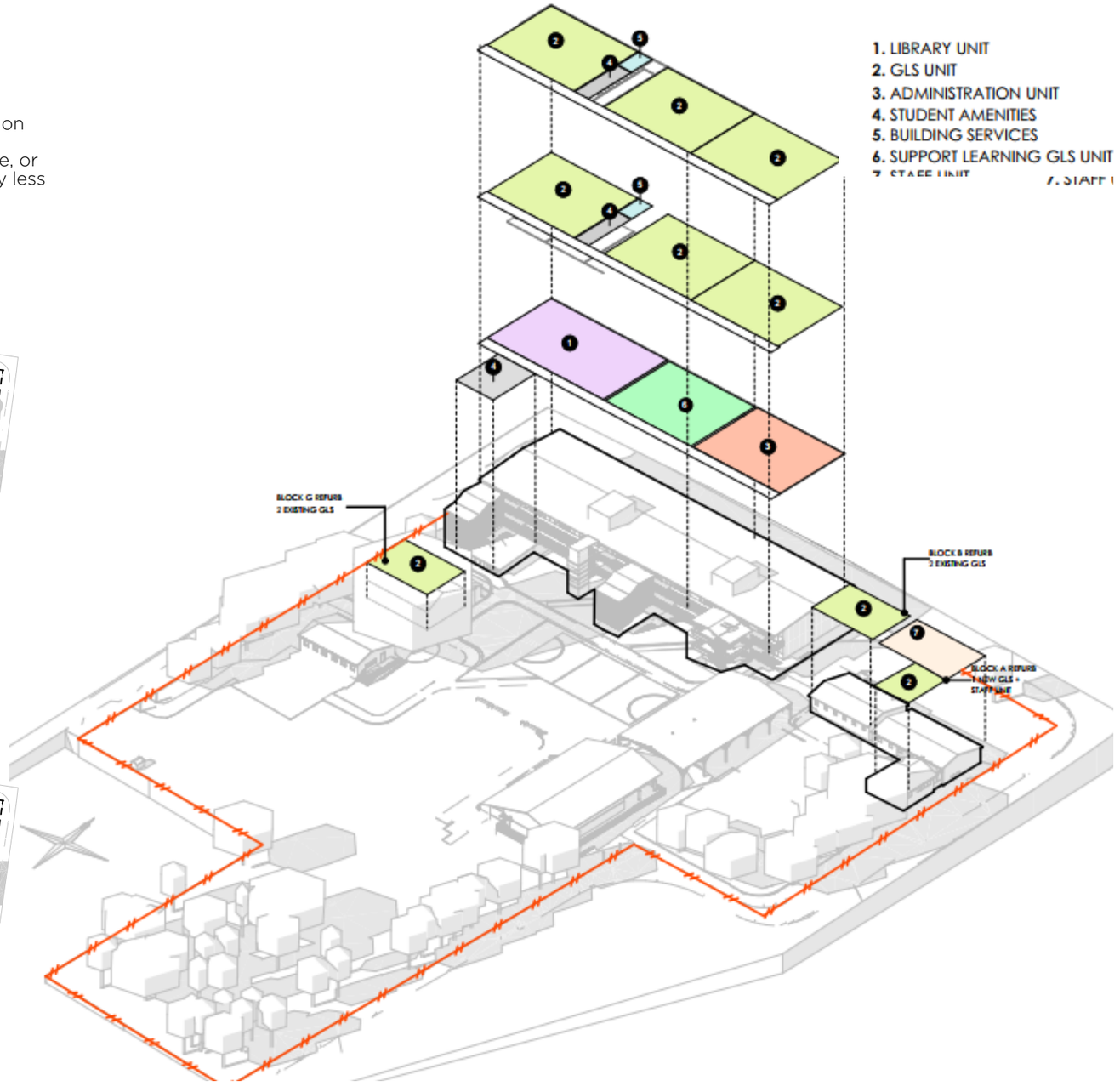
SUN STUDY 12H00 (WINTER)

SUN STUDY 15H00 (WINTER)

SUN STUDY 09H00 (SUMMER)

SUN STUDY 12H00 (SUMMER)

SUN STUDY 15H00 (SUMMER)



5. BUILT FORM & URBAN RESPONSE

5.4 OPEN SPACE

TOTAL EXISTING PLAY SPACE AREA: 7,426.11m²

TOTAL PROPOSED PLAY SPACE AREA: 8,572.85m²

5. BUILT FORM & URBAN RESPONSE

5.5 VISUAL IMPACT

1 *Service core set back, change in colour and school signage to break length*

2 *6m front setback, landscaped with pebble creek bed and trees*

3 *Ground floor cladding darker colour creates horizontal break*

4 *First & second floor cladding expressed vertically in modules of 300mm*

5 *Cantilevered entry awning with timber look soffit sits proud of the building line, to celebrate the entrance*

6 *Spayed fencing at the entry awning, defines way finding*

01 - ALBERT STREET MAIN ENTRANCE & BLOCK R (FRONT VIEW)

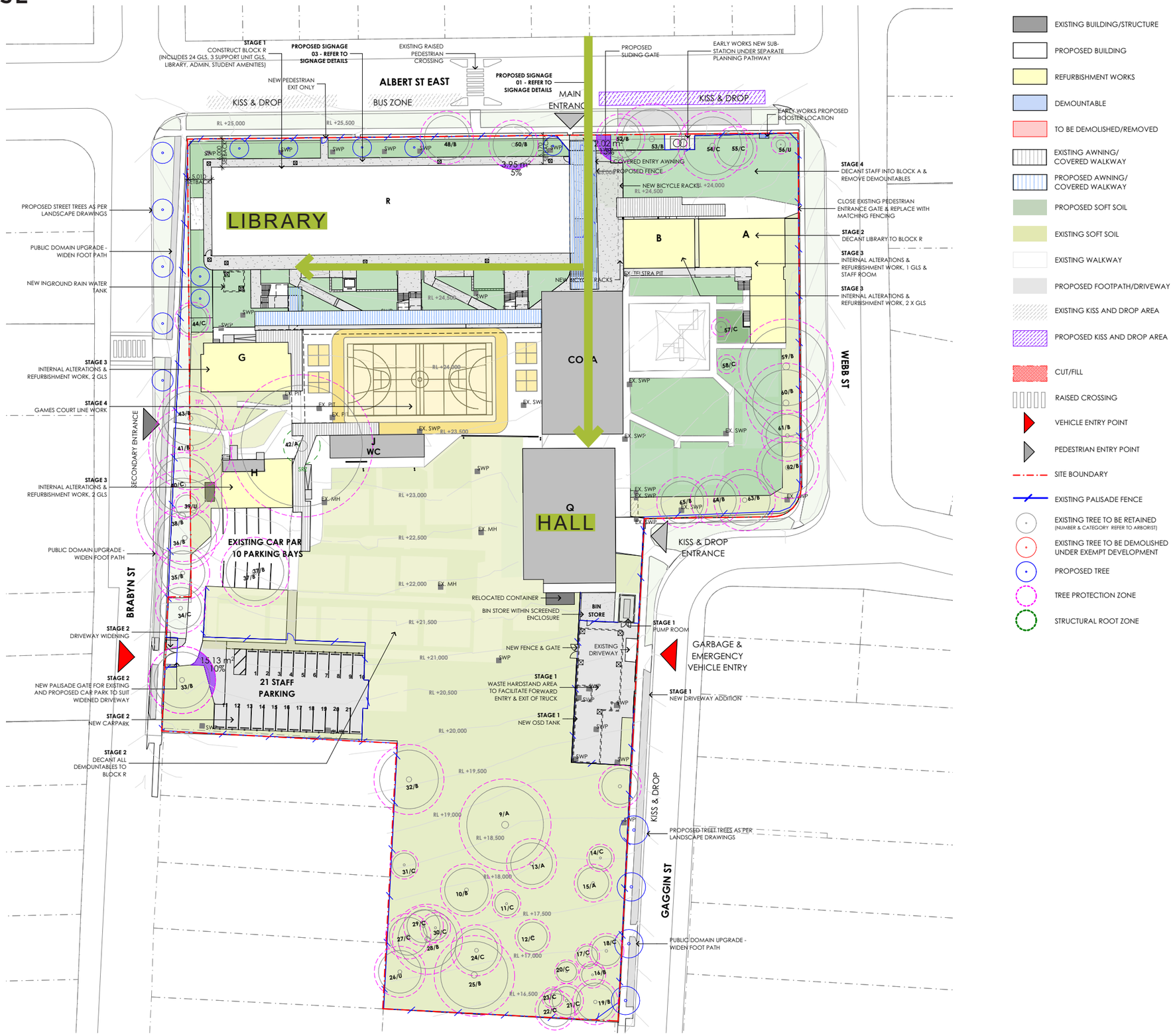
5. BUILT FORM & URBAN RESPONSE

5.6 COMMUNITY ACCESS

Community out of hours access to the library & hall will be via the main entrance off Albert St East, this entry is secure with CCTV and intercom. From here the path of travel is covered and DDA compliant to access the hall & library.

The front entrance landscape set back has been designed in consultation with the Connecting with Country workshop members. This includes an acknowledgement of country signage, dual language welcome signage on the entry awning fascia, large etching of a totem eel on the eastern facade upon approach, a quite space with seating off the entrance with Grass trees representing the clans and Kanagroo Paws representing the people, Stolen Generation flower with acknowledgement signage.

Refer to landscape strategy for further details.



5. BUILT FORM & URBAN RESPONSE

5.7 LINES OF SECURITY

External Lines of Security

EXISTING

1.8m high palisade fencing. Swing gate entry to all pedestrian entries, Albert St pedestrian entry with fob & intercom.

No existing CCTV.

Car park entry via double swing gate with lock.

Portion of Brabyn St Boundary fence is on council land. No action as part of this project.

PROPOSED

Close pedestrian entry off Webb St.

Main entrance Albert St East, swing door with FOB and intercom + CCTV for secure access during school times. Wide sliding gate adjacent for large student movements at pick up & drop off times.

CCTV to all perimeter access points.

Internal Lines of Security

Existing

No secondary lines of security exist after entering off Albert St East.

Low fence around car park.

Proposed

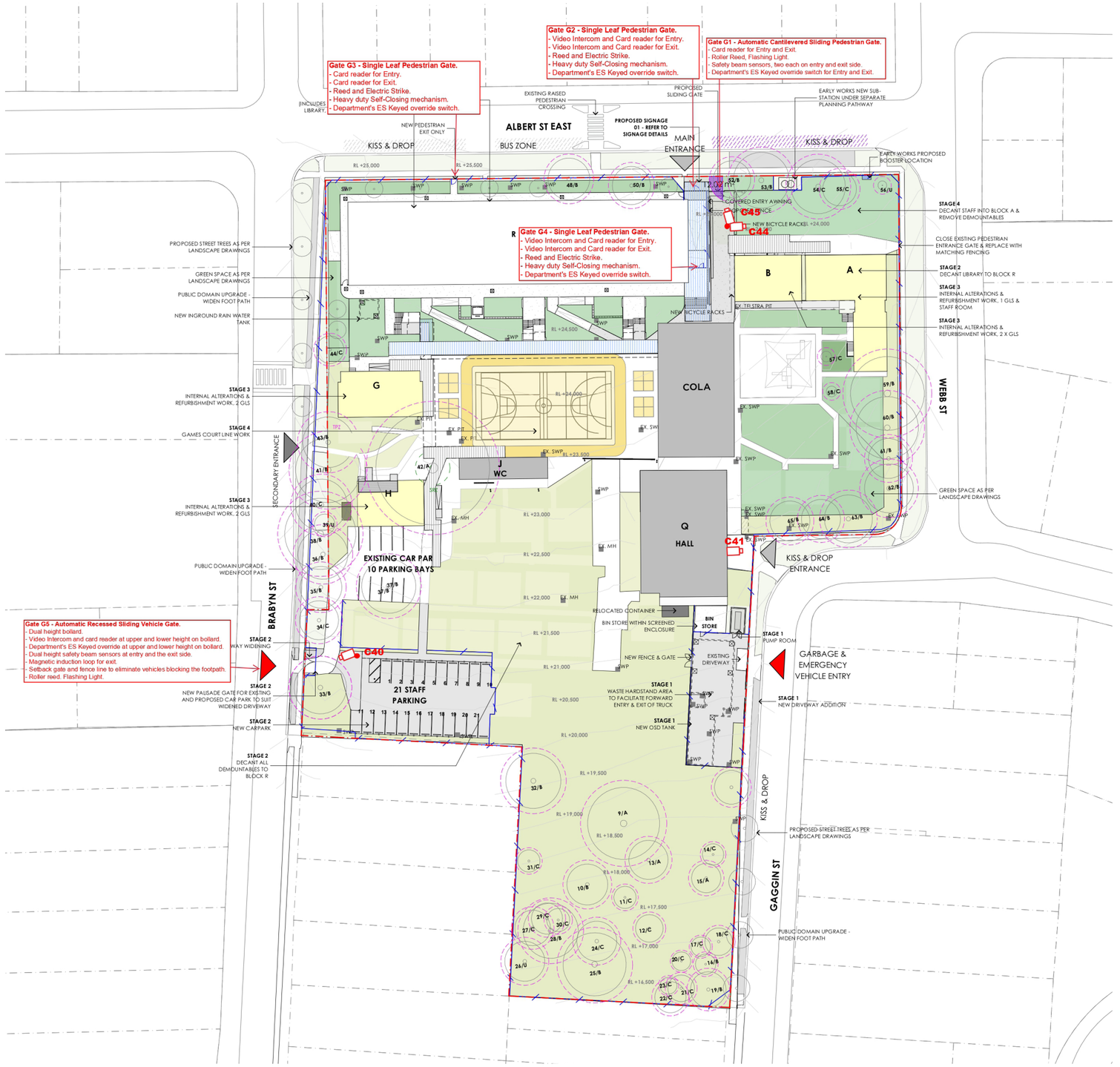
Secure public entrance off Albert St East, internally fenced from rest of school with access to public entry foyer only.

CCTV to sick bay.

Student entry foyer accessed off external covered walkway, with secure door to rest of admin off student foyer.

New car park with 1.8m high fencing & bollards.

Waste pad, sliding entry gate and internal fencing.



5. BUILT FORM & URBAN RESPONSE

5.7 LINES OF SECURITY

External Lines of Security

PROPOSED

Close pedestrian entry off Webb St.

Main entrance Albert St East, swing door with FOB and intercom + CCTV for secure access during school times. Wide sliding gate adjacent for large student movements at pick up & drop off times.

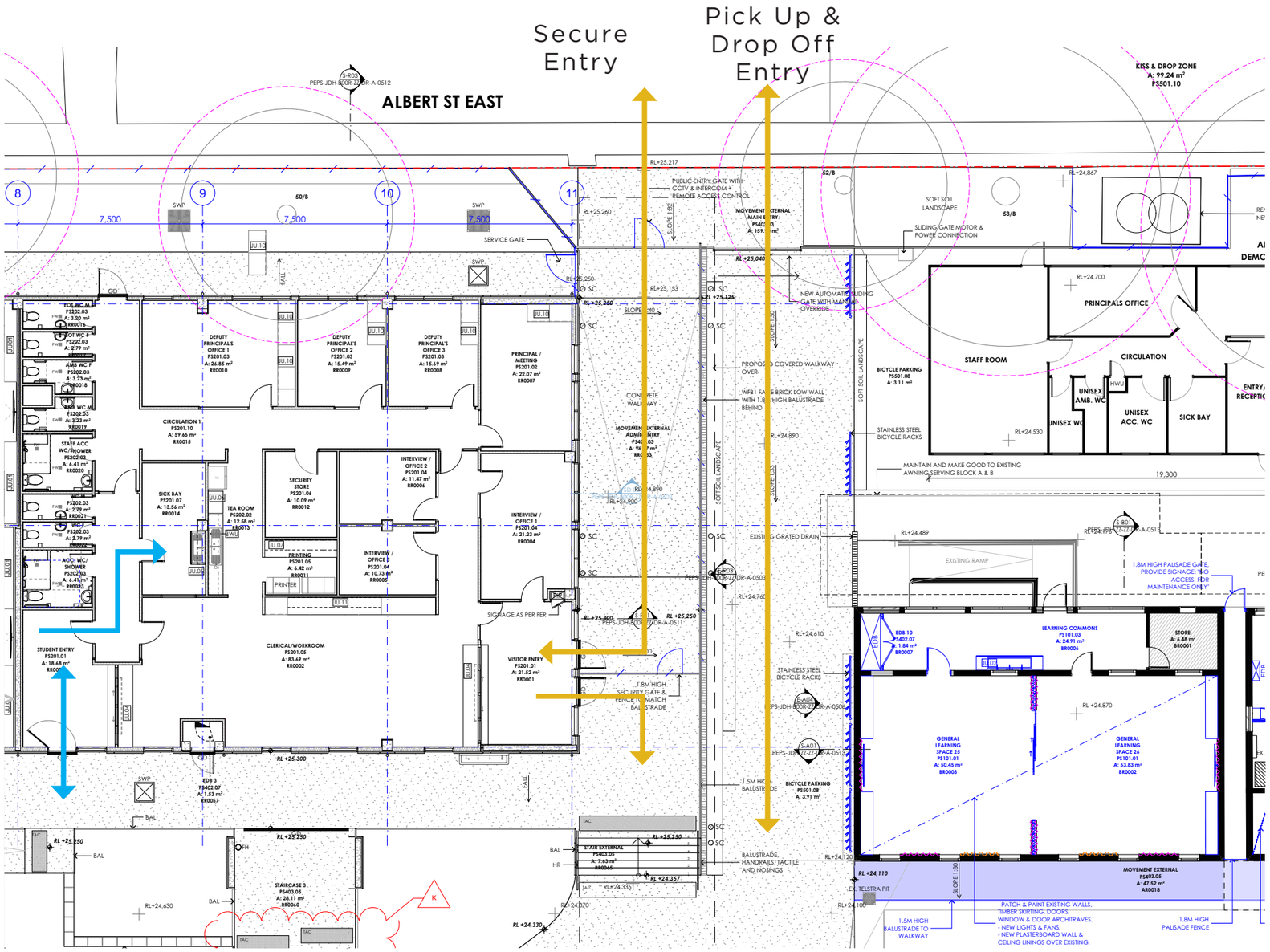
Internal Lines of Security

Proposed

Secure public entrance off Albert St East, internally fenced from rest of school with access to public entry foyer only.

CCTV to sick bay.

Student entry foyer accessed off external covered walkway, with secure door to rest of admin off student foyer.



5. BUILT FORM & URBAN RESPONSE

5.8 CPTED

Crime Prevention through Environmental Design has been accommodated in the activity to minimise the opportunity for crime. The following diagrams and descriptions incorporate and respond to the four CPTED principles, drawn from the NSW Police Safer by Design Guidelines document. These principles include;

Surveillance:

PEPS is surrounded by 4 main thoroughfares and a variety of low density single & double storey housing. The proposed building maximises the front setback to maintain the established internal courtyard, with the removal of the demountable buildings this will create unobstructed views to the play spaces, creates strong visual awareness and natural surveillance across the whole site to ensure safe external play areas The landscaping has been consciously designed to not present as a visual or physical barrier.

Adequate Lighting strategies have been integrated to provide safe and comfortable illumination to accessible areas during and after school hours including the car park The site will also have CCTV coverage at the boundary entry points and clerical space.

Access and Control:

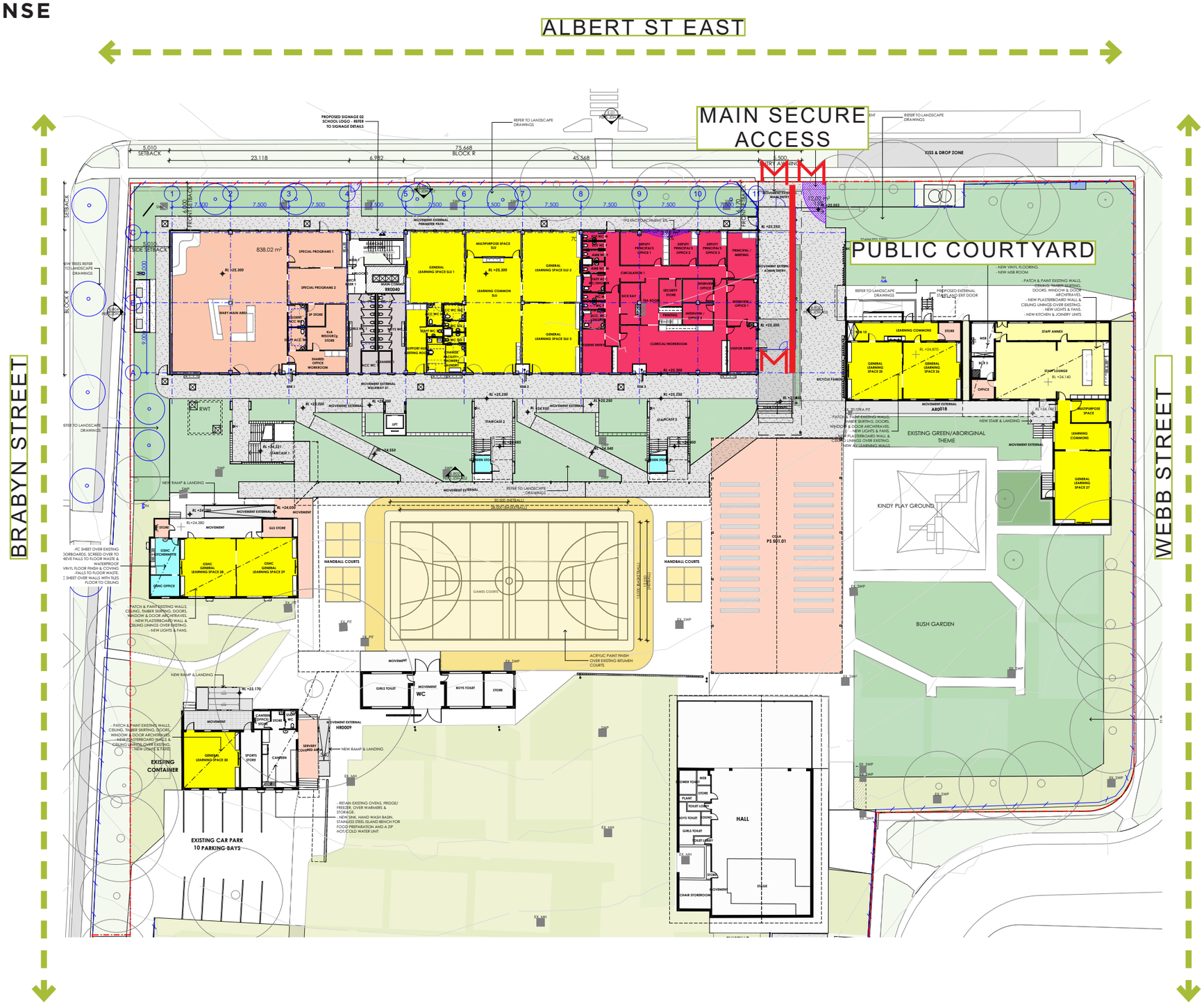
The landscaping design guides pedestrians into desired areas, encouraging and inviting gathering in public areas. The landscaping and clear signage defines space for public and private use and deters users from accessing the school's interior or high risk areas. Entry and exit to the school are controlled by powered gates, with the main entrance only access point out of pick up and drop off times.

Space Management:

PEPS will be actively managed, maintained and repaired in order to ensure the space is appropriately used and well cared for. Continual upkeep by owners and public along with high usage of space, will deter crime, vandalism and graffiti.

Territorial Reinforcement

Make it clear the area is owned and cared for by the DoE through ongoing maintenance of soft landscape areas to reduce over growing, debris-free paths, perimeter fencing to define public & private spaces whilst allowing natural surveilance.



5. BUILT FORM & URBAN RESPONSE

5.9 ACCESS & EGRESS

Accessibility

EXISTING

Block G, H & A not accessible.

PROPOSED

New external ramps to Block G, H & A

Pedestrians

Existing

The site has three high primary entrances on Albert St East, Brabyn St & Gaggin St Kiss & Ride.

Proposed

Maintain all entrances and establish new front entrance on Albert St East with new Kiss & ride.

Car Parking

Existing

10 parking spaces

PROPOSED

New 21 space car park accessed off Brabyn St

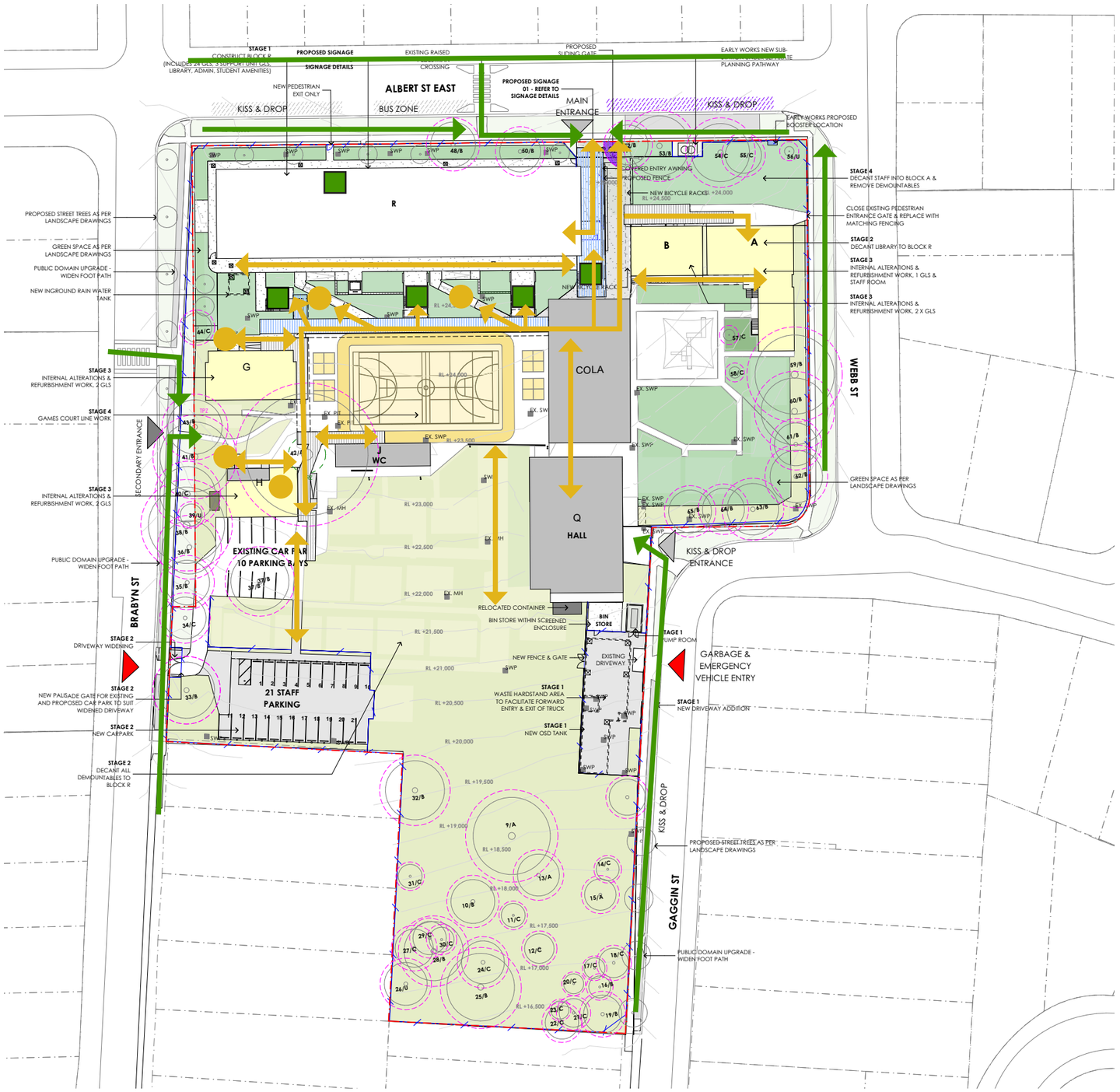
Waste

Existing

Large bins kept informally behind hall to the east & accessed of Gaggin St.

Proposed

New waste pad and fenced bin area, allowing forward entry & exit of Heavy Rigid vehicle for waste disposal.



5. BUILT FORM & URBAN RESPONSE

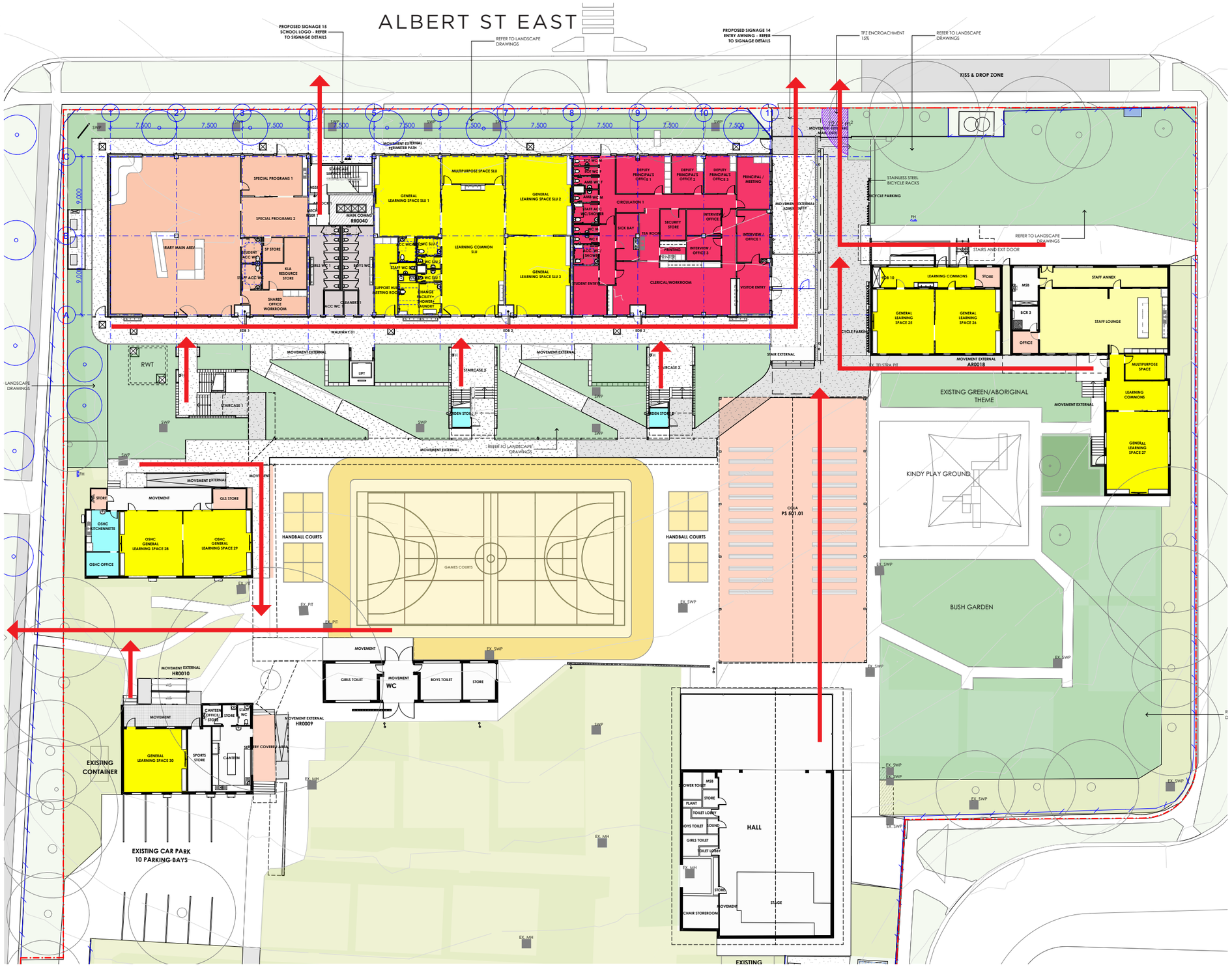
5.9 ACCESS & EGRESS

Egress Paths

Indicative egress paths shown, area of discharge from site will be dependant on location of the emergency.

Evacuation Strategy

To be developed by the school in conjunction with DoE and relevant standards and policies.



Pedestrians

Main access point on Albert St East.

Other access points on Brabyn St and Gaggin St.

Public domain activity to pedestrian infrastructure include foot path widening to Gaggin St and Brabyn St, new raised pedestrian crossing on the corner of Mason & Gaggin St. See figure 27

Table 16: Summary of Pedestrian Travel Demands

Pedestrians	Existing		Baseline	
	Mode Split	Volume	Mode Split	Volume
Students	36%	178	36%	237
Staff	3%	1	3%	1

Figure 27: Proposed Raised Pedestrian Crossing Location
Source: TTW

Cyclists

Provision for 35 student bike parking spaces, see Figure 28

Table 17: Summary of Cyclist Travel Demands

Cyclists	Existing		Baseline	
	Mode Split	Volume	Mode Split	Volume
Students	4%	18	4%	23
Staff	2%	1	2%	1

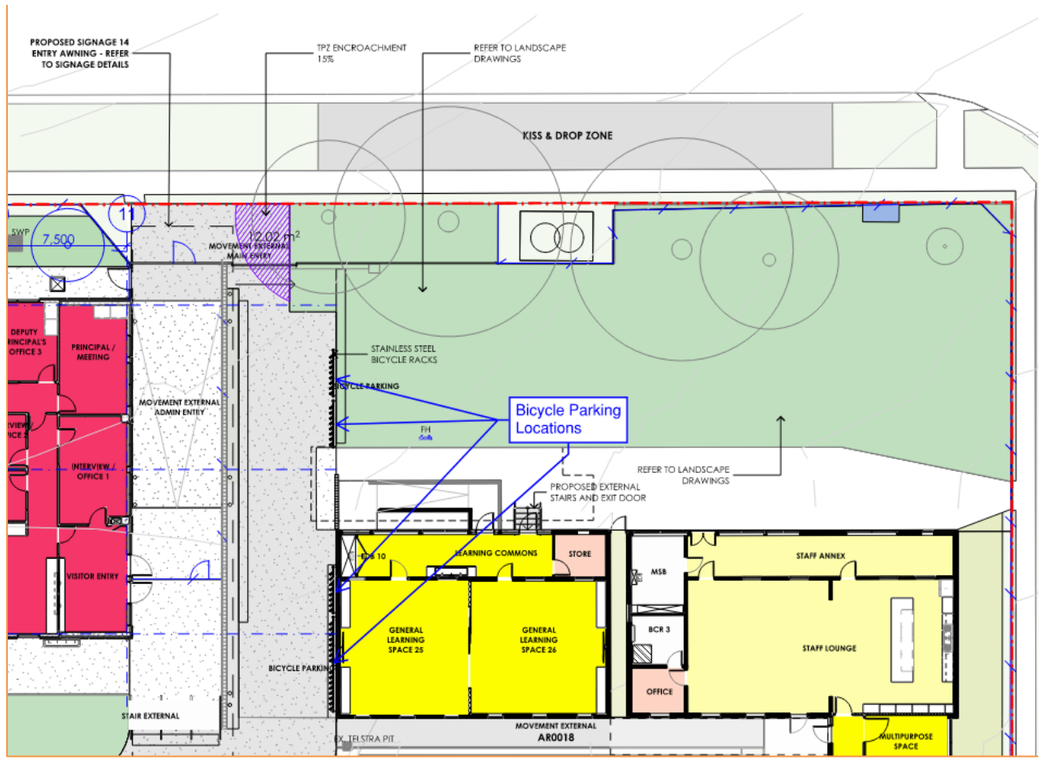


Figure 28: Proposed Bike Parking Locations
Source: JDH Architects

5. BUILT FORM & URBAN RESPONSE

5.10 TRANSPORT & TRAFFIC STRATEGY

Public Transport

Existing public transport nextwek to be maintained. Existing bus zone on Albert St East and nearby public bus stop on Victoria Rd, Pennant St & Isabella St.

Bus Users	Existing		Baseline	
	Mode Split	Volume	Mode Split	Volume
Students	1%	5	1%	7
Staff	1%	0	1%	0

Loading & Servicing

New waste area off Gagin St, figure 29 shows the proposed loading area.

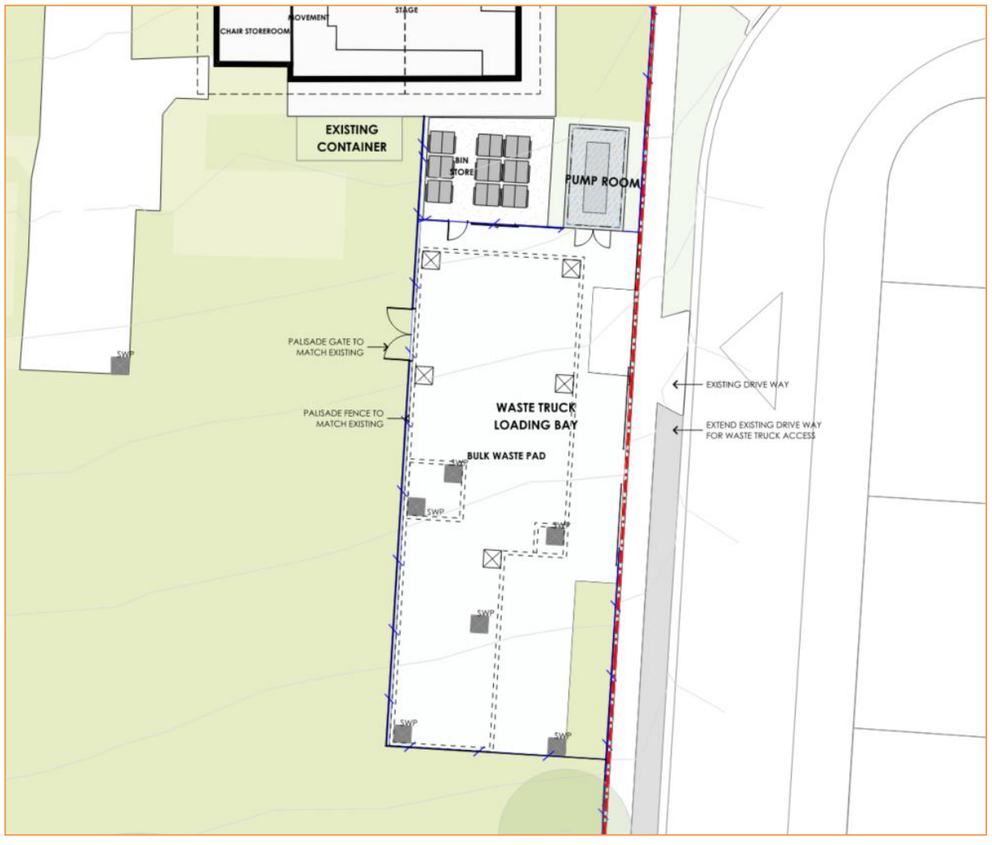


Figure 29: Proposed Loading Area
Source: JDH Architects

Kiss & Ride

The two existing kiss & ride zones will be maintained, Gaggin St provides capacity for 8 vehicles and Albert St East provides capacity for 3 vehicles. Albert St East Kiss & Ride will be extended to provide capacity for 6 cars.

Table 19: Summary of Kiss & Ride Travel Demands

Kiss & ride	Existing		Baseline	
	Mode Split	Volume	Mode Split	Volume
Students	60%	300	60%	400

Table 20: Comparison of Kiss & Ride Demands Based on Mode Share

Kiss & ride demands	Student number	Mode split	Demand	Change from existing
Existing	500	60%	300	N/A
Baseline	667	60%	400	+100
Target	667	45%	300	No change

5. BUILT FORM & URBAN RESPONSE

5.10 TRANSPORT & TRAFFIC STRATEGY

Car Parking

Existing car park contains 10 spaces plus a new 21 space car park totalling 31 spaces including 1 accessible parking space. The layout is shown in figure 30 below.

Table 21: Car Parking Demands

Car parking demands	Staff number	Mode split	Demand
Existing	32	94%	30
Baseline	41	94%	39
Target	41	75%	31

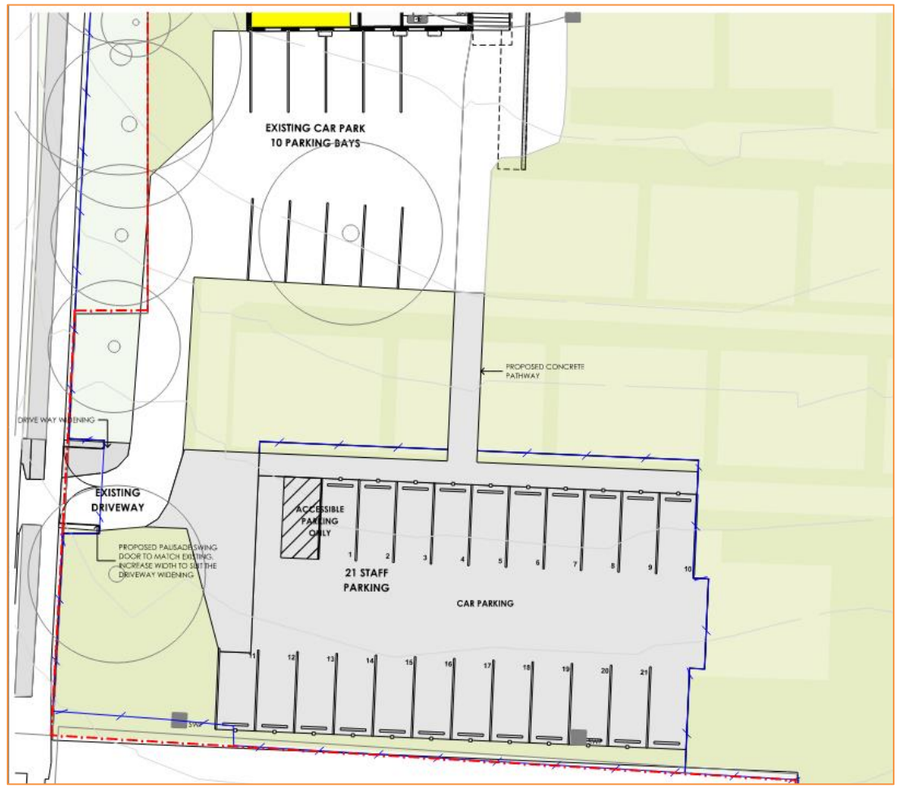
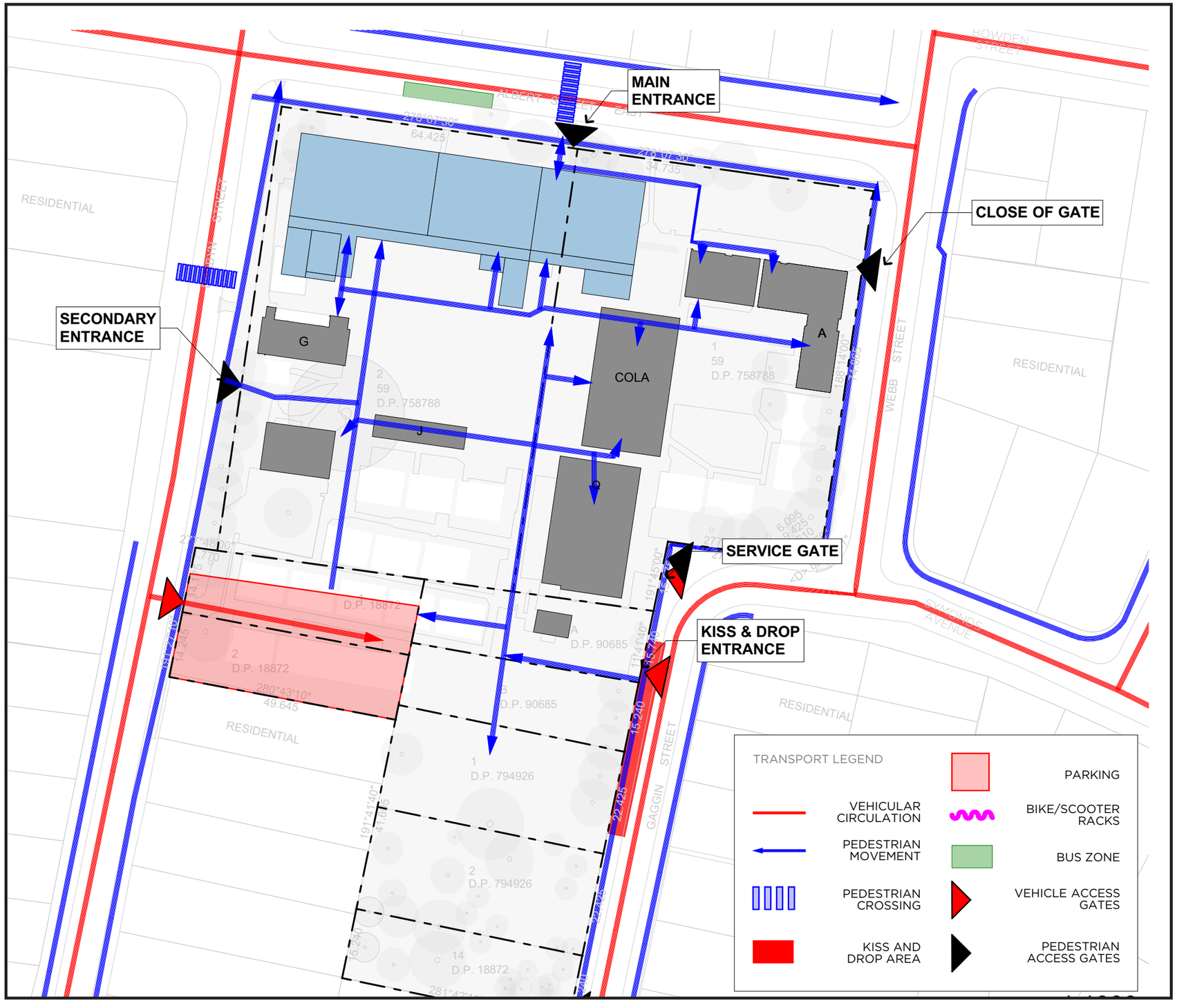


Figure 30: Existing & Proposed On-Site Car Parks
Source: JDH Architects

5. BUILT FORM & URBAN RESPONSE

CONTEXT



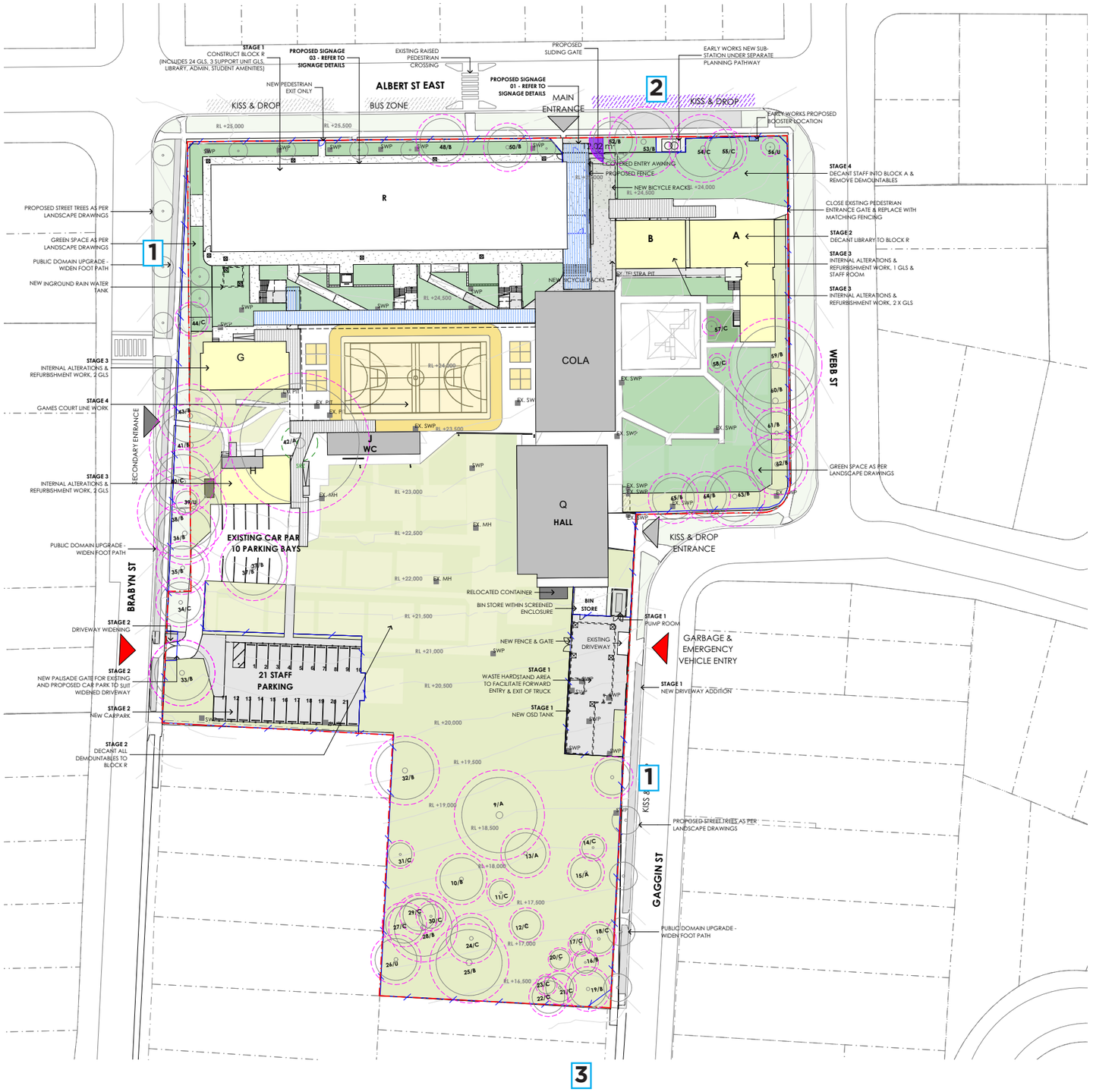
5. BUILT FORM & URBAN RESPONSE

5.11 INTERFACE WITH PUBLIC DOMAIN

1 FOOT PATH WIDENING
- Along Gaggin St, for Kiss & ride and students walking from the south
- To Brabyn St, for students accessing secondary pedestrian entry point

2 KISS & RIDE/DROP
- Signage to Albert St East
- Foot path extended to road, nature strip removed

3 RAISED PEDESTRIAN CROSSING
- To the corner of Mason & Gaggin St

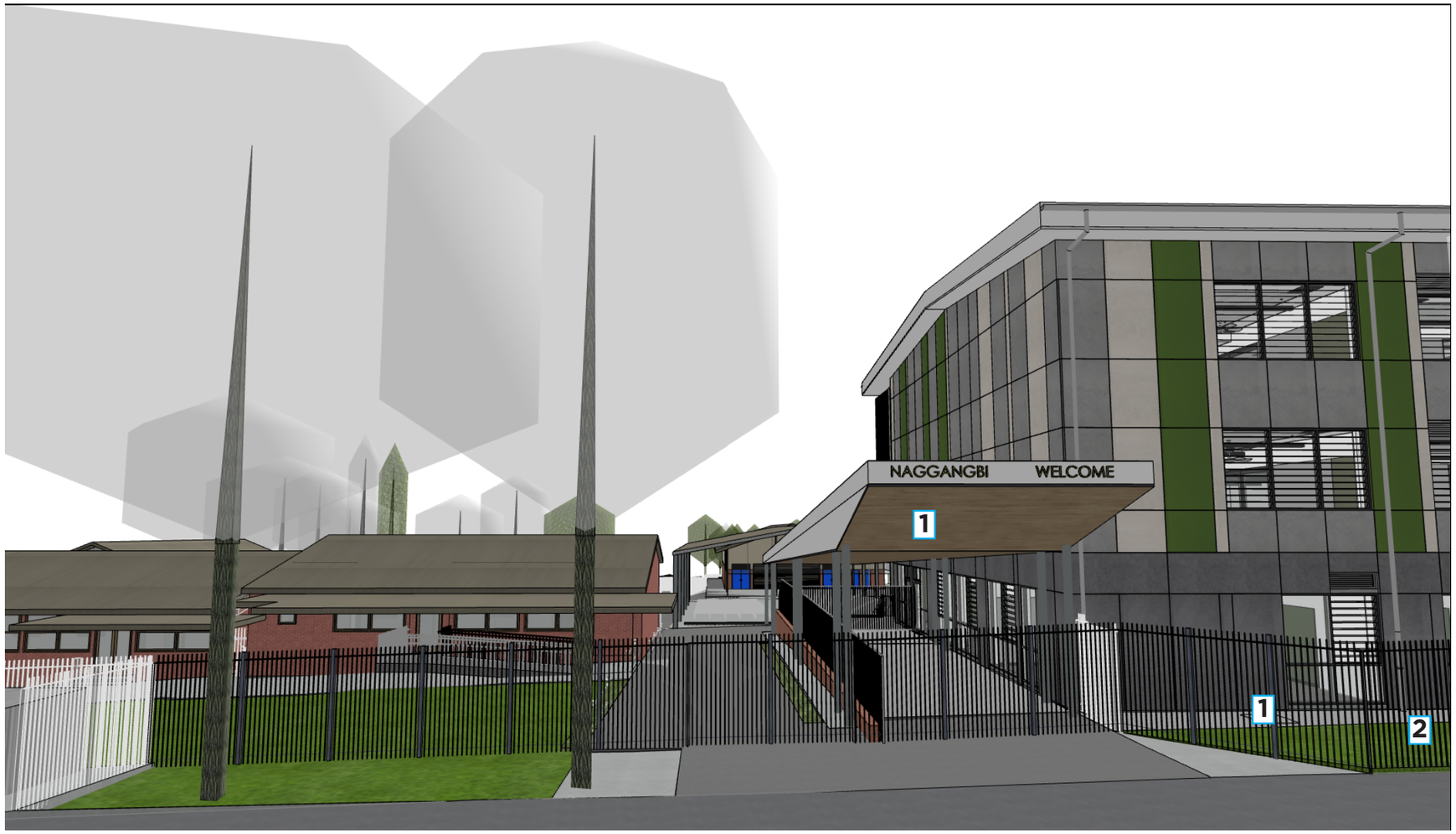


5. BUILT FORM & URBAN RESPONSE

5.11 INTERFACE WITH PUBLIC DOMAIN

1 MAIN ENTRANCE
- Splayed and setback entry fence
- Cantilevered entry awning with timber look lining
- Entry awning signage ‘Welcome’ in Darug language

2 FRONT SETBACK
- Dry creek bed to reduce water use



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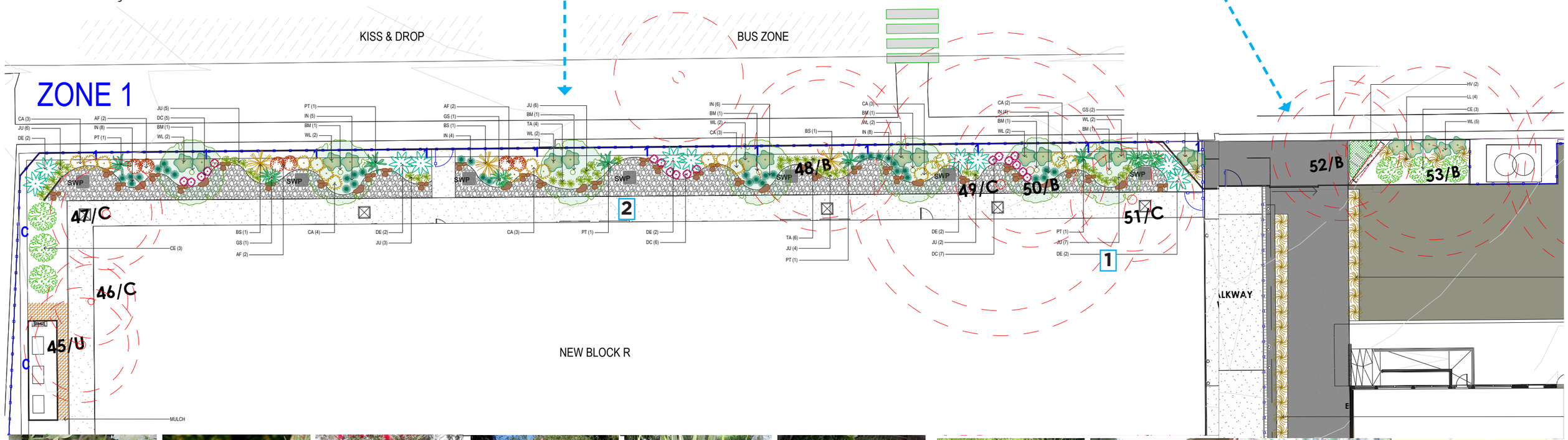



HARDENBERGIA VIOLACEA


LOMANDRA LONGIFOLIA


BACKHOUSIA MYRTIFOLIA


BANKSIA SPINULOSA

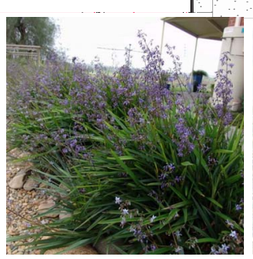

CALLISTEMON CITRINUS 'ENDEAVOUR'

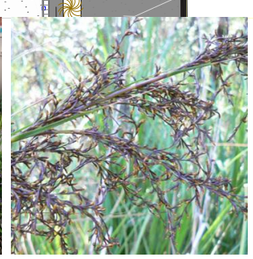

DORYANTHES EXCELSA


PHORMIUM TENAX


ACACIA COGNATA 'FETTUCCINI'


CAREX APPRESSA


DIANELLA CAERULEA 'LITTLE JESS'

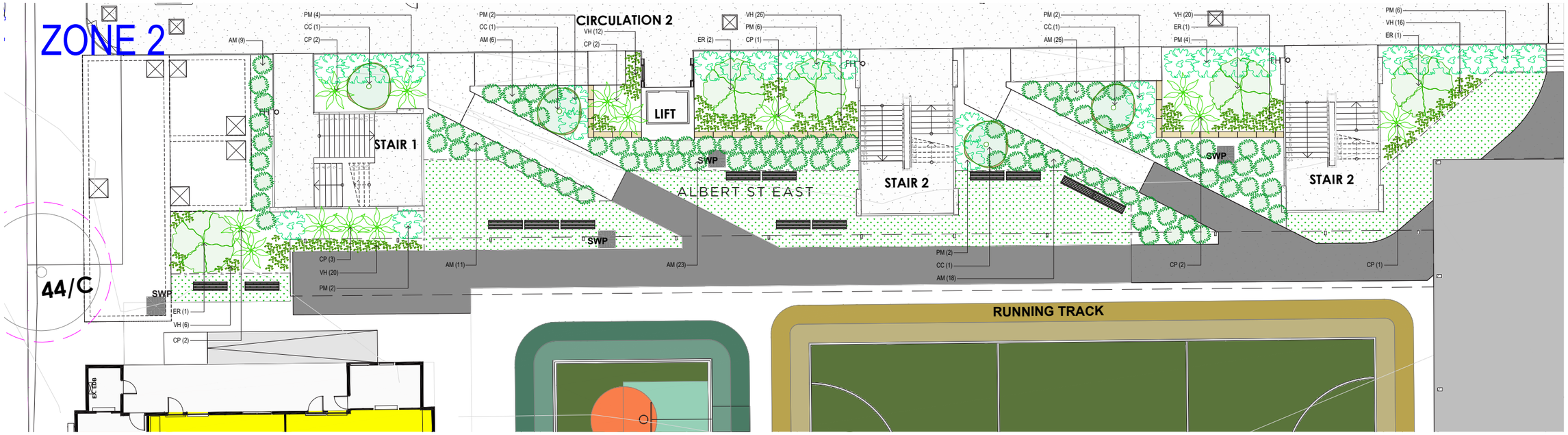

GAHNIA SIEBERIANA


WESTRINGIA FRUTICOSA 'LOW HORIZON'

5. BUILT FORM & URBAN RESPONSE

5.11 INTERFACE WITH PUBLIC DOMAIN

SOUTHERN PASSIVE PLAY SPACE
• Plant selection suitable for shaded areas, not much direct sun light
• Seating mixed with ground covers and taller ferns.



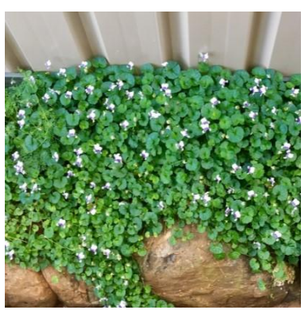

CYATHEA COOPERI


ELAEOCARPUS RETICULATUS 'PRIMA DONNA'


CRINUM PEDUNCULATUM


PITTOSPORUM TOBIRA 'MISS MUFFET'


ARTHROPODIUM CIRRATUM 'MATAPOURI BAY'


VIOLA HEDERACEA

5. BUILT FORM & URBAN RESPONSE

5.11 INTERFACE WITH PUBLIC DOMAIN

WEBB ST SETBACK
• Screen planting along the boundary line

ACMENA SMITHII 'SUBLIME'

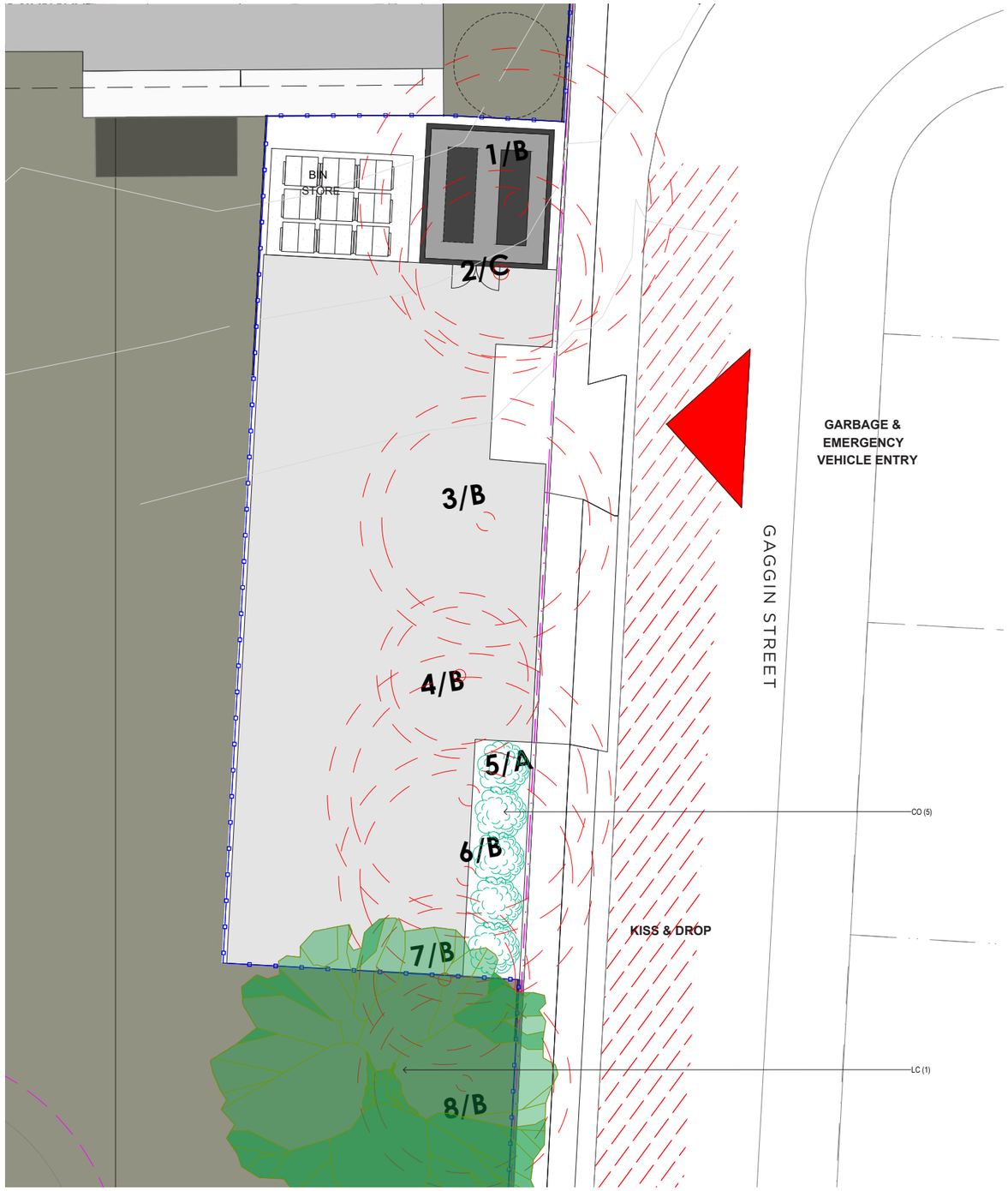
5. BUILT FORM & URBAN RESPONSE

5.11 INTERFACE WITH PUBLIC DOMAIN

WASTE PAD ZONE
• Replacement tree planting for tree 5

LOPHOSTEMON CONFERTUS

CORREA ALBA



06_ARCHITECTURAL RESPONSE

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

6. ARCHITECTURAL RESPONSE

6.1 DEMOLITION PLAN

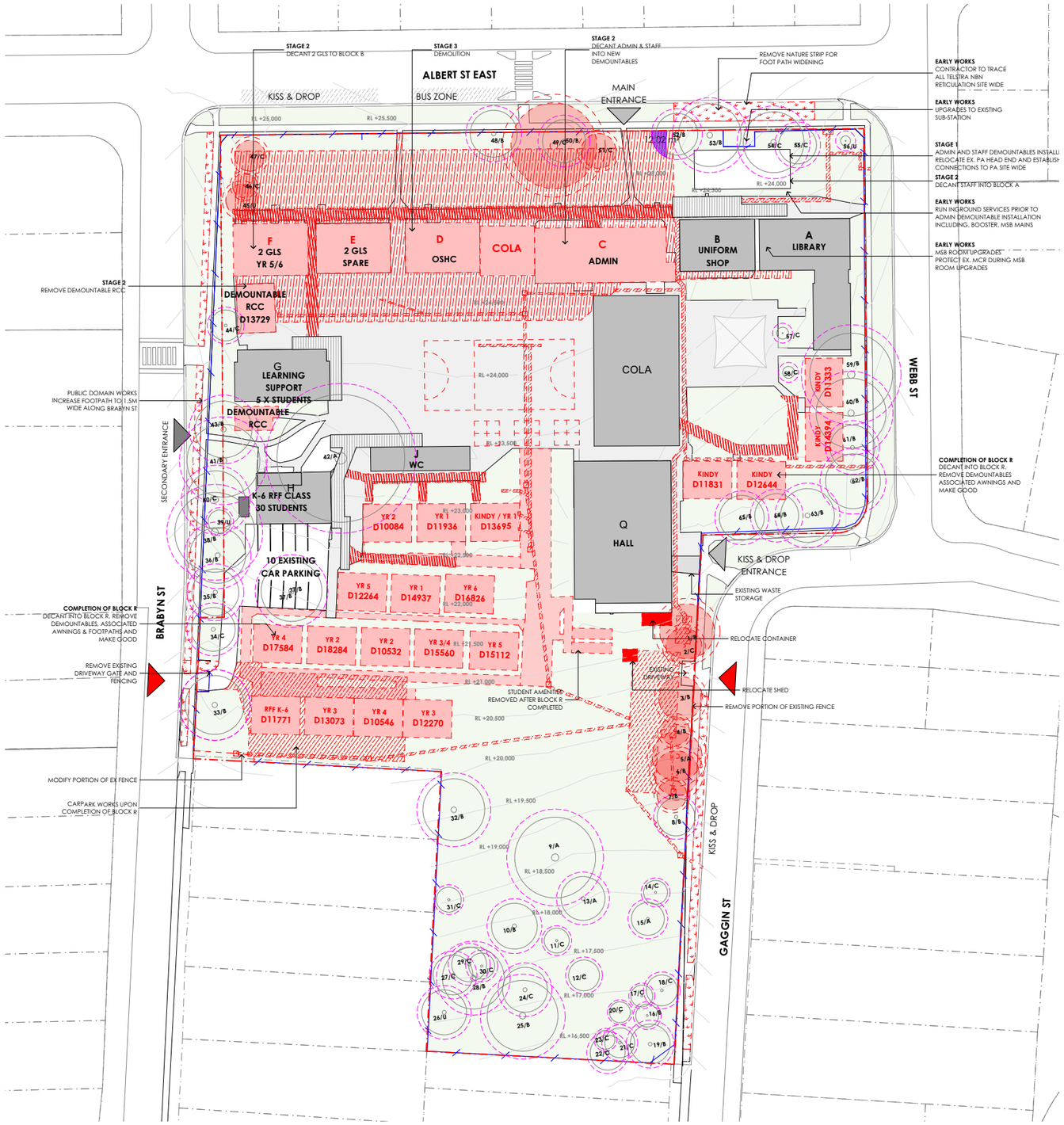
STAGING PLAN

EARLY Activity
- SUB-STATION UPGRADES
- IN GROUND SERVICES FOR MSB & BOOSTER
- MSB ROOM UPGRADES

STAGE 1
- INSTALL ADMIN STAFF DEMOUNTABLE

STAGE 2
- DECANT STAFF & ADMIN
- DECANT LIBRARY
- DECANT 2 X GLS INTO BLOCK B

STAGE 3
- DEMOLISH BLOCKS C, D, E, F & SMALL COLA



LEGEND

- EXISTING BUILDING/STRUC
- PROPOSED BUILDING
- REFURBISHMENT
- DEMOUNTABLE
- TO BE DEMOLISHED/REMO
- GARDEN
- TURF
- HARD SURFACE
- WALKWAY
- SOFT SHADED PLAY AREA
- KISS AND DROP AREA
- WOMBAT CROSSING
- VEHICLE ENTRY POINT
- PEDESTRIAN ENTRY POINT
- SITE BOUNDARY
- METAL FENCE

1:1000 @A3

0 10m 20m 30m 40m 50m

6. ARCHITECTURAL RESPONSE

6.2 SITE PLAN

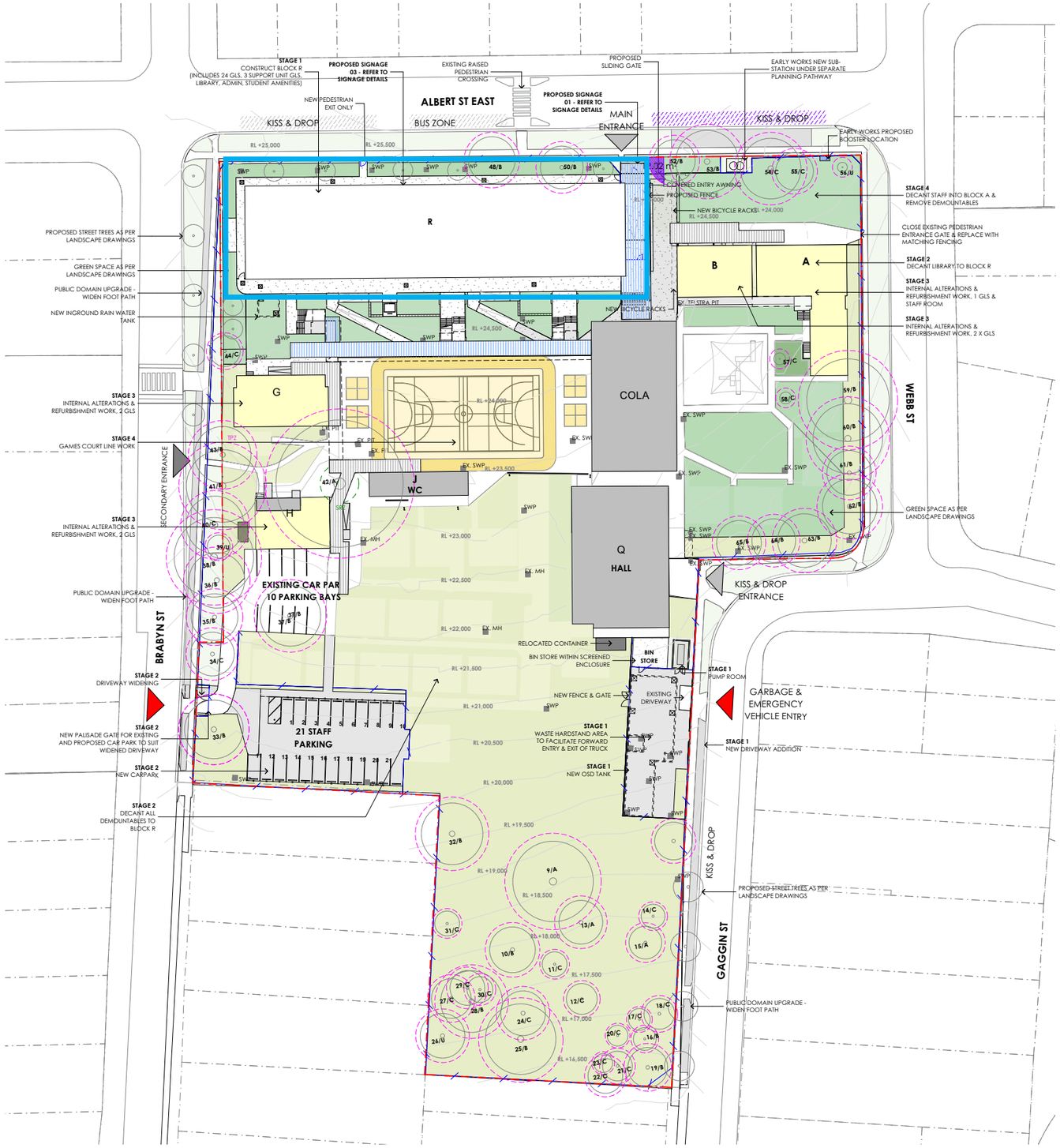
STAGING PLAN

STAGE 1
• BLOCK R 3 STOREY BLOCK AND ASSOCIATED LANDSCAPING & COVERED WALKWAYS
• OSD & WASTE AREA

STAGE 2
• NEW CAR PARK

STAGE 3
• ALTERATIONS & REFURBISHMENT Activity TO BLOCKS A, B, G & H

STAGE 4
• GAMES COURT ART WORK



LEGEND

- EXISTING BUILDING/STRUC
- PROPOSED BUILDING
- REFURBISHMENT
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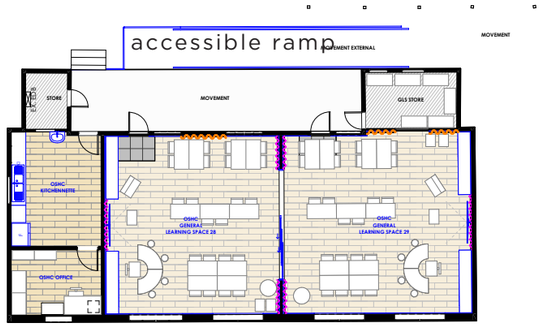
- VEHICLE ENTRY POINT
- PEDESTRIAN ENTRY POINT
- SITE BOUNDARY
- METAL FENCE

1:1000 @A3

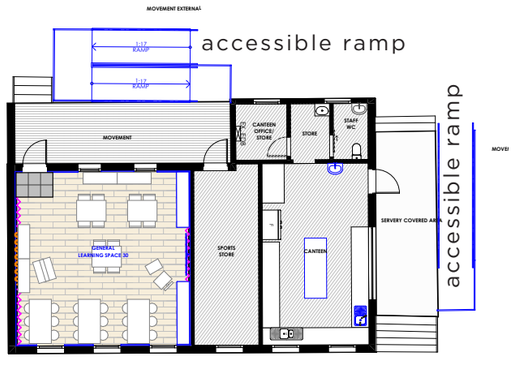
0 10m 20m 30m 40m 50m

6. ARCHITECTURAL RESPONSE

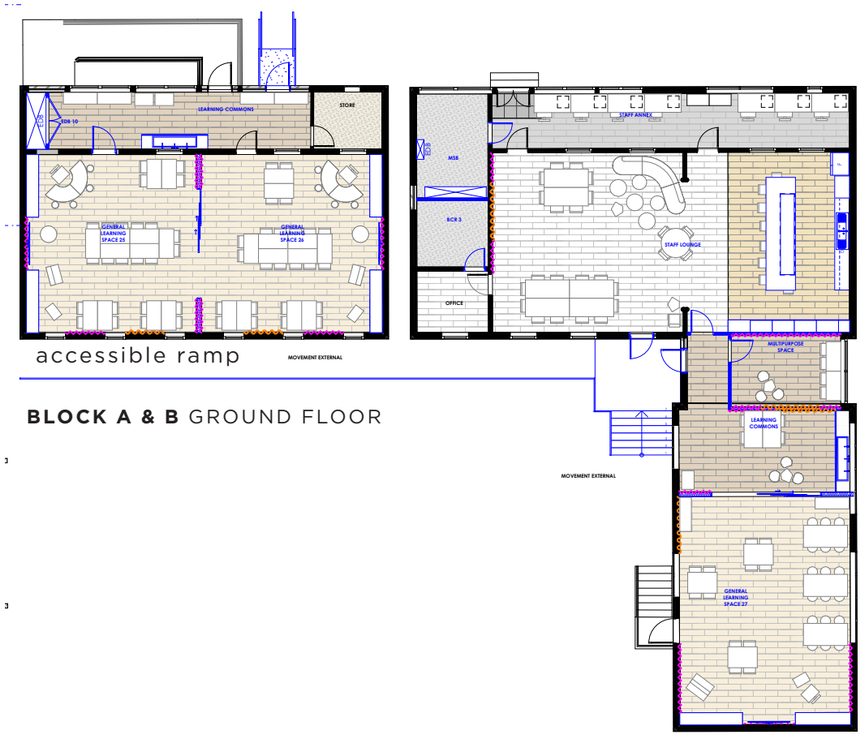
6.3 GROUND FLOOR PLAN



BLOCK G GROUND FLOOR



BLOCK H GROUND FLOOR



BLOCK A & B GROUND FLOOR

CARPET TILES

FCU1
DIRECTION AS SHOWN

FCU2
DIRECTION AS SHOWN

FCU3
DIRECTION AS SHOWN

FCU4
DIRECTION AS SHOWN

FCU5
DIRECTION AS SHOWN

FM01

FLOOR TILES

DIRECTION AS SHOWN

FVS1

VINYL

DIRECTION AS SHOWN

FVS2
DIRECTION AS SHOWN

FVS3
DIRECTION AS SHOWN

FVS4
DIRECTION AS SHOWN

PIN BOARD & WHITE BOARD

WPL
REFER TO INTERNAL ELEVATION & SCHEDULES

WWB
REFER TO INTERNAL ELEVATION & SCHEDULES

6. ARCHITECTURAL RESPONSE

6.3 GROUND FLOOR PLAN

BLOCK R GROUND FLOOR

CARPET TILES

FCU1
DIRECTION AS SHOWN

FCU2
DIRECTION AS SHOWN

FCU3
DIRECTION AS SHOWN

FCU4
DIRECTION AS SHOWN

FCU5
DIRECTION AS SHOWN

FM01

FLOOR TILES

DIRECTION AS SHOWN

FVS1

VINYL

DIRECTION AS SHOWN

FVS2
DIRECTION AS SHOWN

FVS3
DIRECTION AS SHOWN

FVS4
DIRECTION AS SHOWN

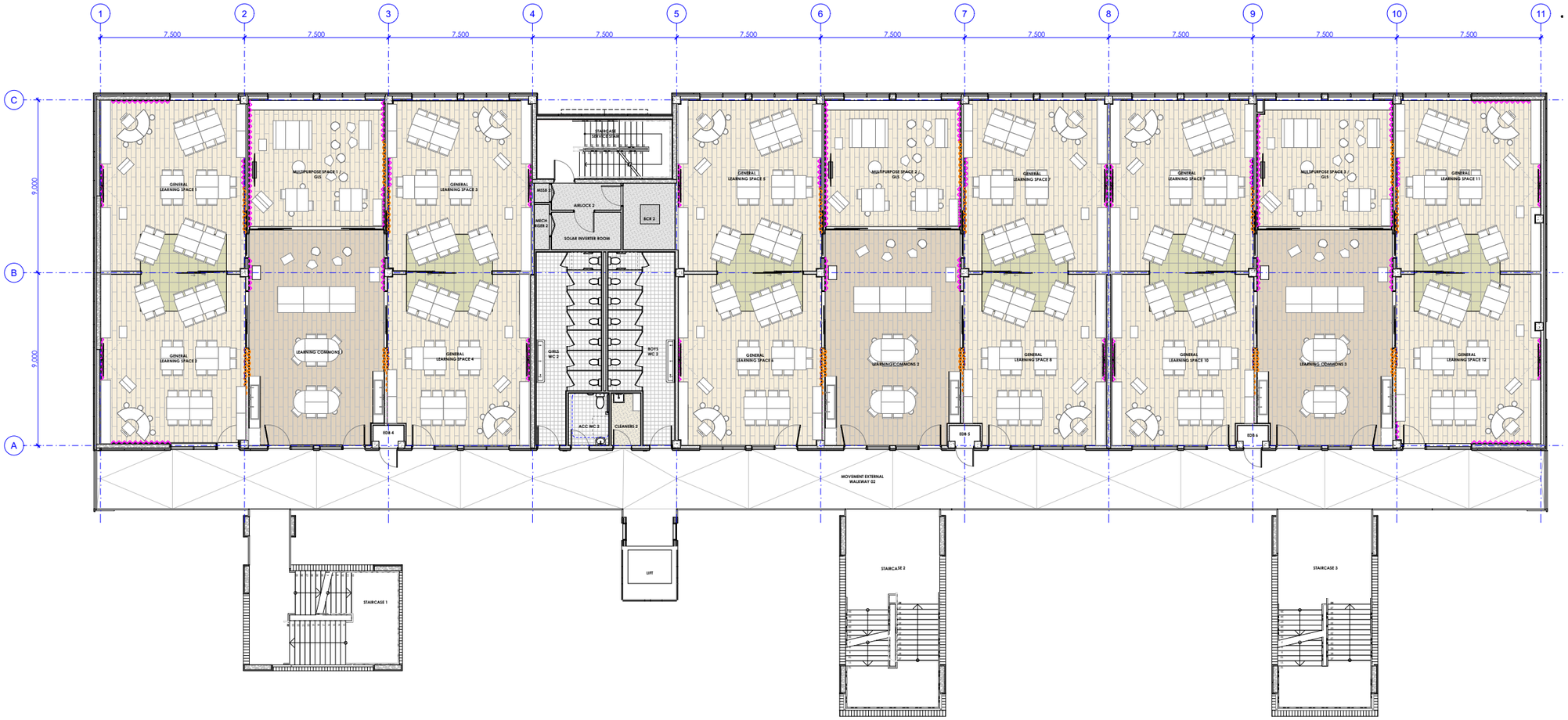
PIN BOARD & WHITE BOARD

WPL
REFER TO INTERNAL ELEVATION & SCHEDULES

WWB
REFER TO INTERNAL ELEVATION & SCHEDULES

6. ARCHITECTURAL RESPONSE

6.4 FIRST & SECOND FLOOR PLAN



BLOCK R FIRST & SECOND FLOOR

CARPET TILES

FCU1
DIRECTION AS SHOWN

FCU2
DIRECTION AS SHOWN

FCU3
DIRECTION AS SHOWN

FCU4
DIRECTION AS SHOWN

FCU5
DIRECTION AS SHOWN

FM01

FLOOR TILES

DIRECTION AS SHOWN

FVS1

VINYL

DIRECTION AS SHOWN

FVS2
DIRECTION AS SHOWN

FVS3
DIRECTION AS SHOWN

FVS4
DIRECTION AS SHOWN

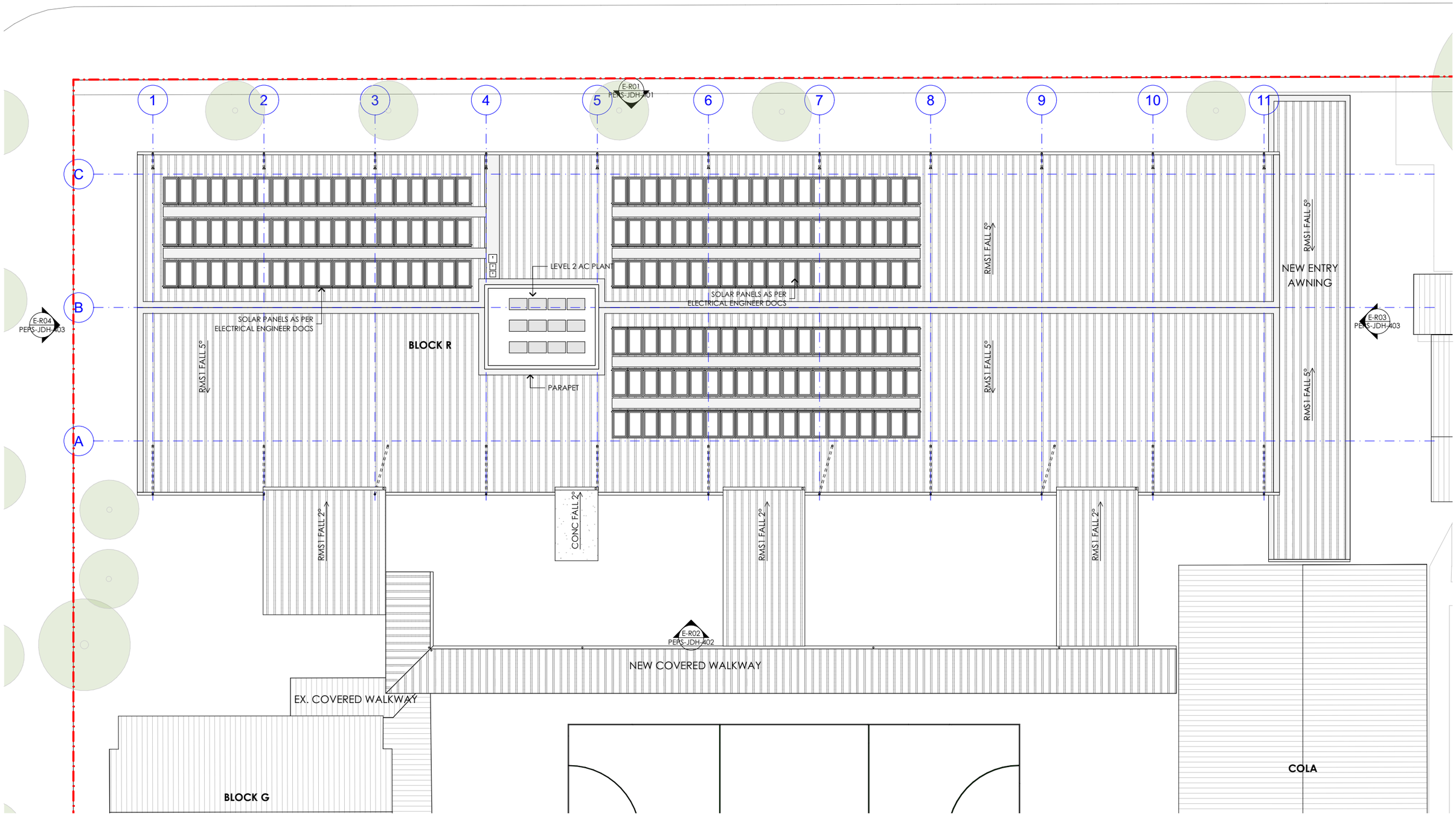
PIN BOARD & WHITE BOARD

WPL
REFER TO INTERNAL ELEVATION & SCHEDULES

WWB
REFER TO INTERNAL ELEVATION & SCHEDULES

6. ARCHITECTURAL RESPONSE

6.5 ROOF PLAN



6. ARCHITECTURAL RESPONSE

6.6 SERVICES

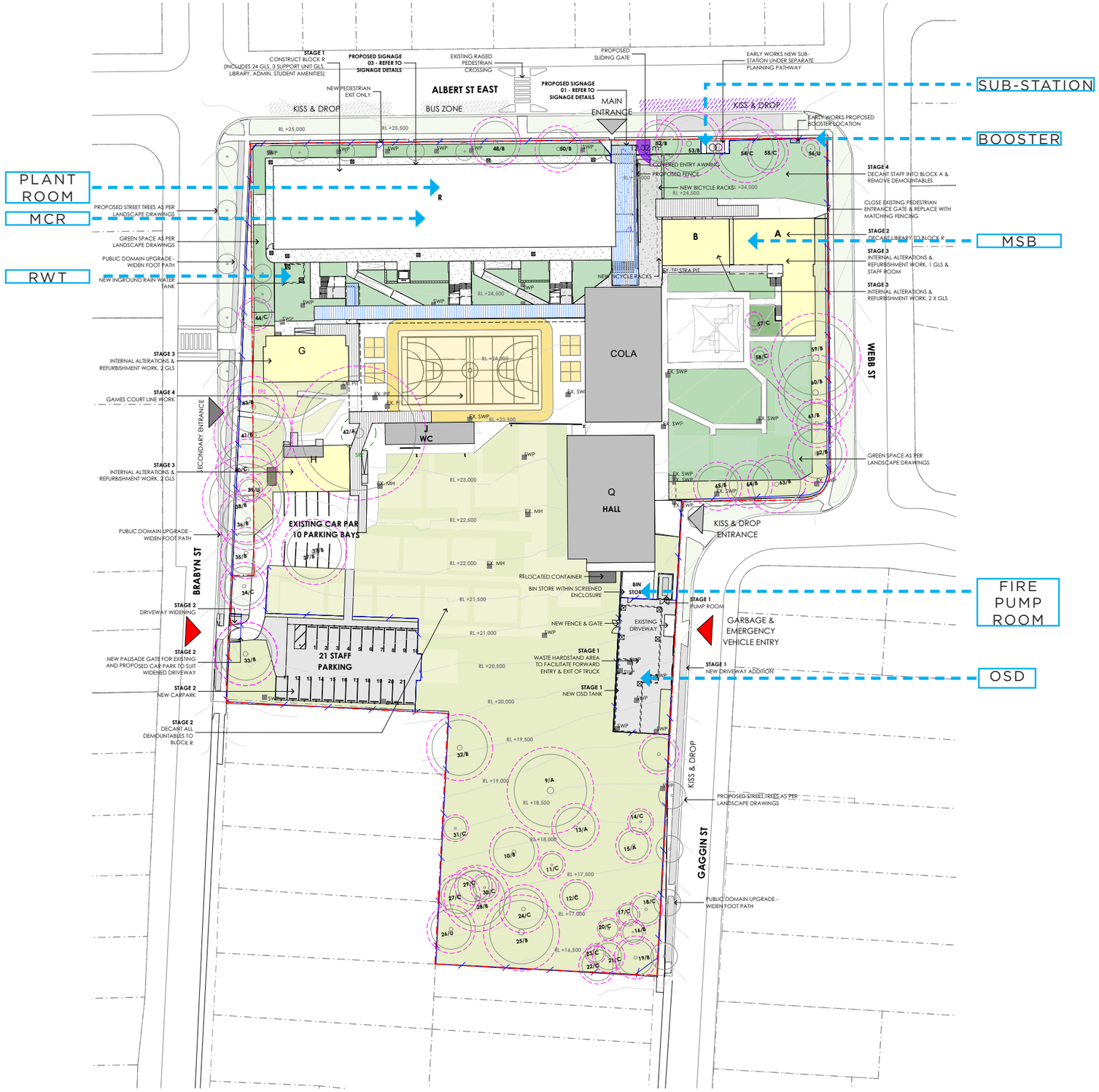
STRUCTURAL
• Ground floor Piles + pile pads + concrete slab on engineered fill
• Post tension upper floor slabs
• Concrete columns ground and first floor, upper floor roof and column design by roof manufacturer.
• Offset of western stair from existing COLA 2.7m to allow for build-ability, safety in design and potential sway movement from COLA structure.

CIVIL
• 40m3 In ground rainwater tank gravity fed and collected from block R roof.
• 170m3 in ground OSD tank below waste pad, with storm water treatment chambers.
• OSD pipe work designed for 1in 100 year storm collects from new block R foot print and new car park.
• OSD discharge to council kerb on Gaggin St.

HYDRAULIC/ FIRE
• Hydrant booster on the corner of Albert St East & Webb St
• Double check valve assembly on Webb St
• Fire hydrant pump housed in external fire hydrant pump room
• Block R fire hydrant coverage externally and within southern stairs
• Connection to existing property sewer
• Boards sewer runs east west through site, no impact to this phase of activity
• Fire indicator panel in Block R public foyer, fire detection system at shorter spacings for fire performance solution for longer travel distances to a point of choice
• Hot water unit plant for block R on roof top open air plant

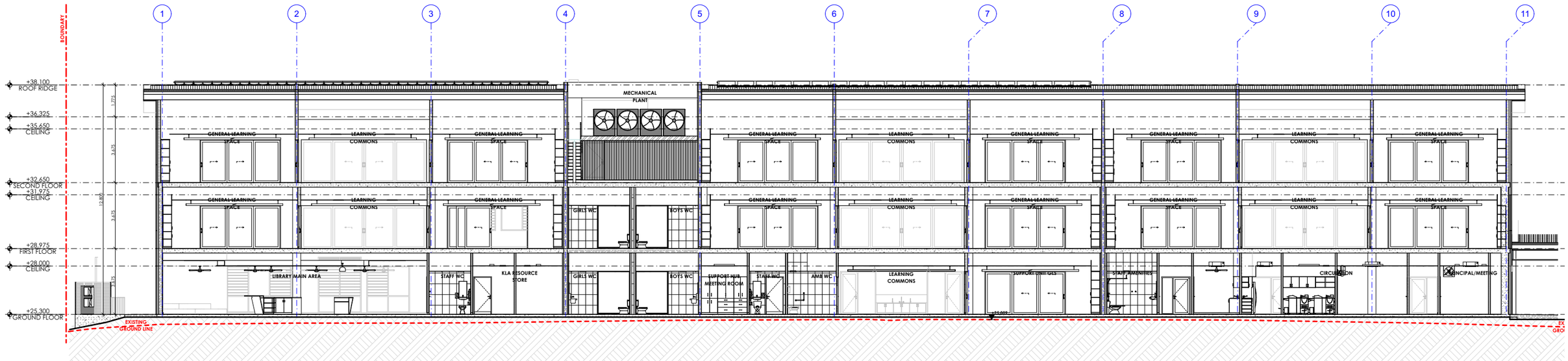
MECHANICAL
• Automatic shut-down for the ducted mechanical air handling system
• Learning and admin areas in block R to be air conditioned VRF ducted system with ceiling mounted diffusers
• Ceiling fans to learning spaces
• 3 VRF units located within Brabyn St setback on plinth with acoustic screening
• Remaining 12 units on the level 2 open air plant, ceiling void space above adjacent amenities to have louvres for additional fresh air to the units
• Amenities mechanically ventilated

ELECTRICAL/ICT
• Sub-station to be upgraded, includes allowance for future phase 2
• New MSB within existing block A, room to be fire rated
• New MCR ground floor Block R and BCR on level 1 & 2 directly above
• New PA head end
• 70kw solar to roof
• Electric car charging future provision, including distribution board adjacent to new car park and in ground conduits to MSB



6. ARCHITECTURAL RESPONSE

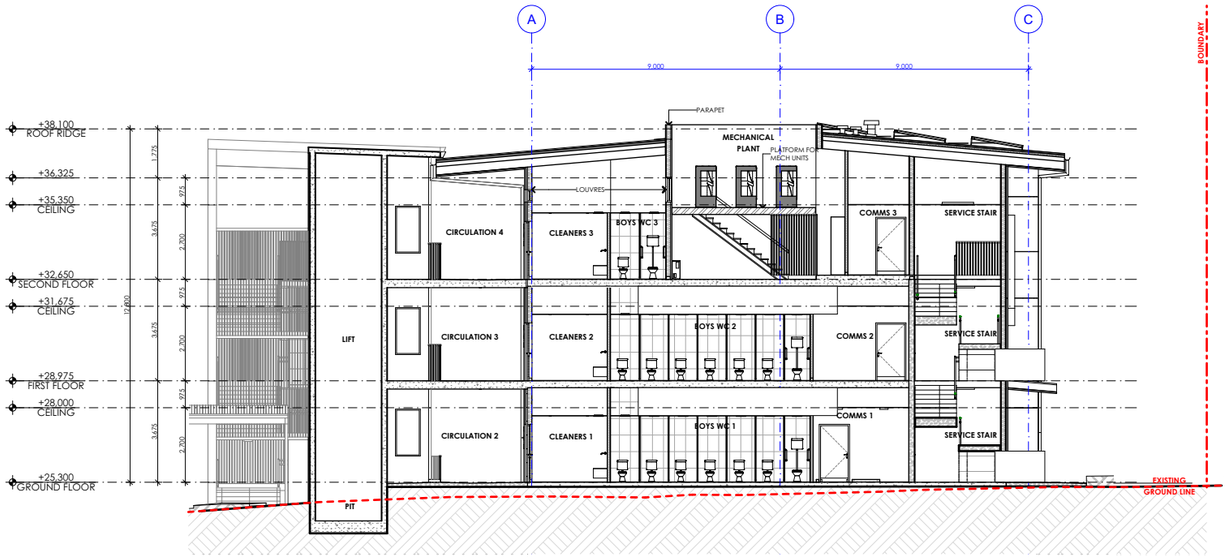
6.7 SECTIONS



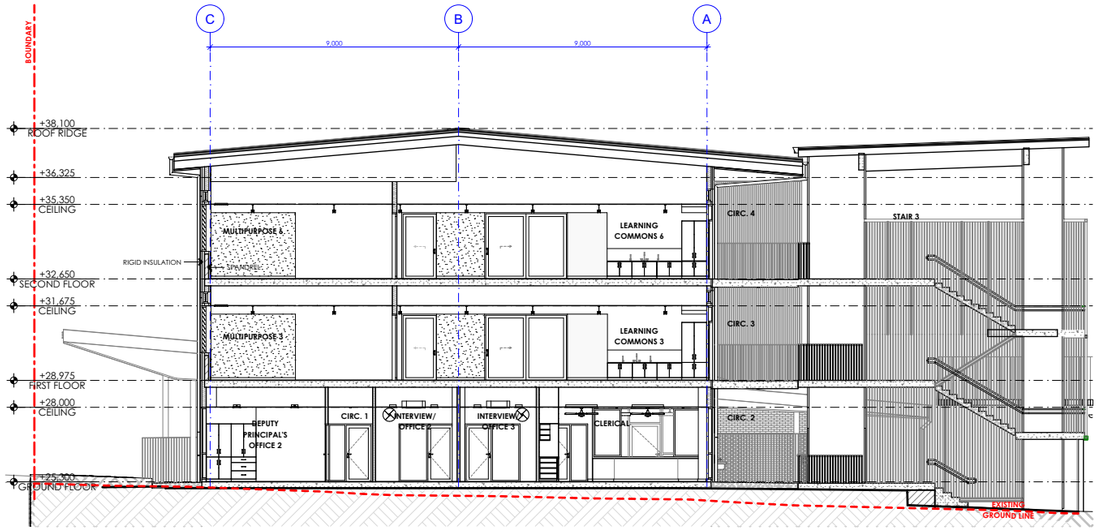
SECTION 01
LONG SECTION FACING NORTH

6. ARCHITECTURAL RESPONSE

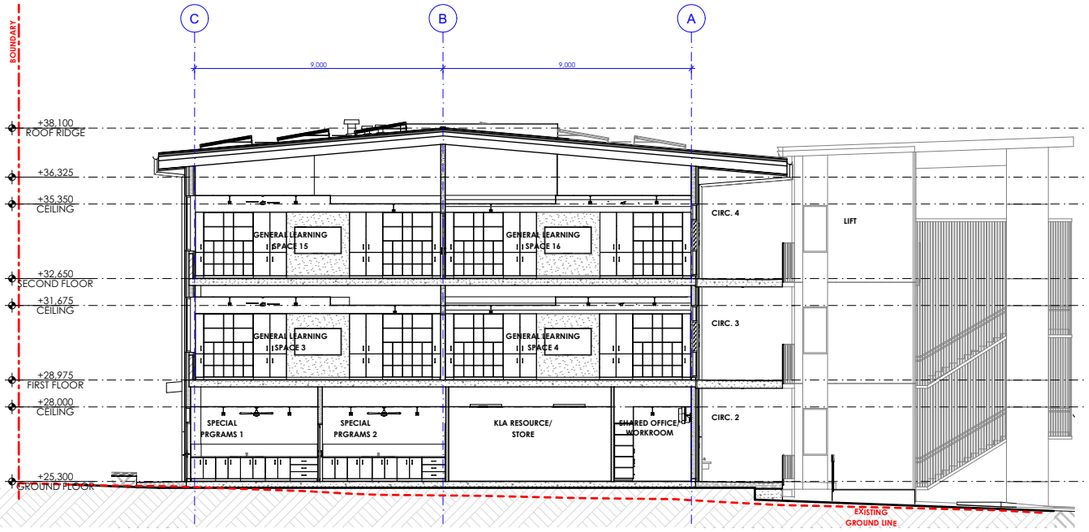
6.7 SECTIONS



SECTION 02
SHORT SECTION FACING WEST



SECTION 03
SHORT SECTION FACING EAST



SECTION 04
SHORT SECTION FACING EAST

6. ARCHITECTURAL RESPONSE

6.7 SECTIONS

Proposed Envelope

External wall consists of

1. Pre-finished fibre cement sheet on battens + Vapour Permeable Membrane, taped + Rigid board insulation to reduce thermal bridging + 150 insulated steel stud + Internal lining

2. North, west & east first & second floor external walls have 900mm high fire rated spandrel panel.

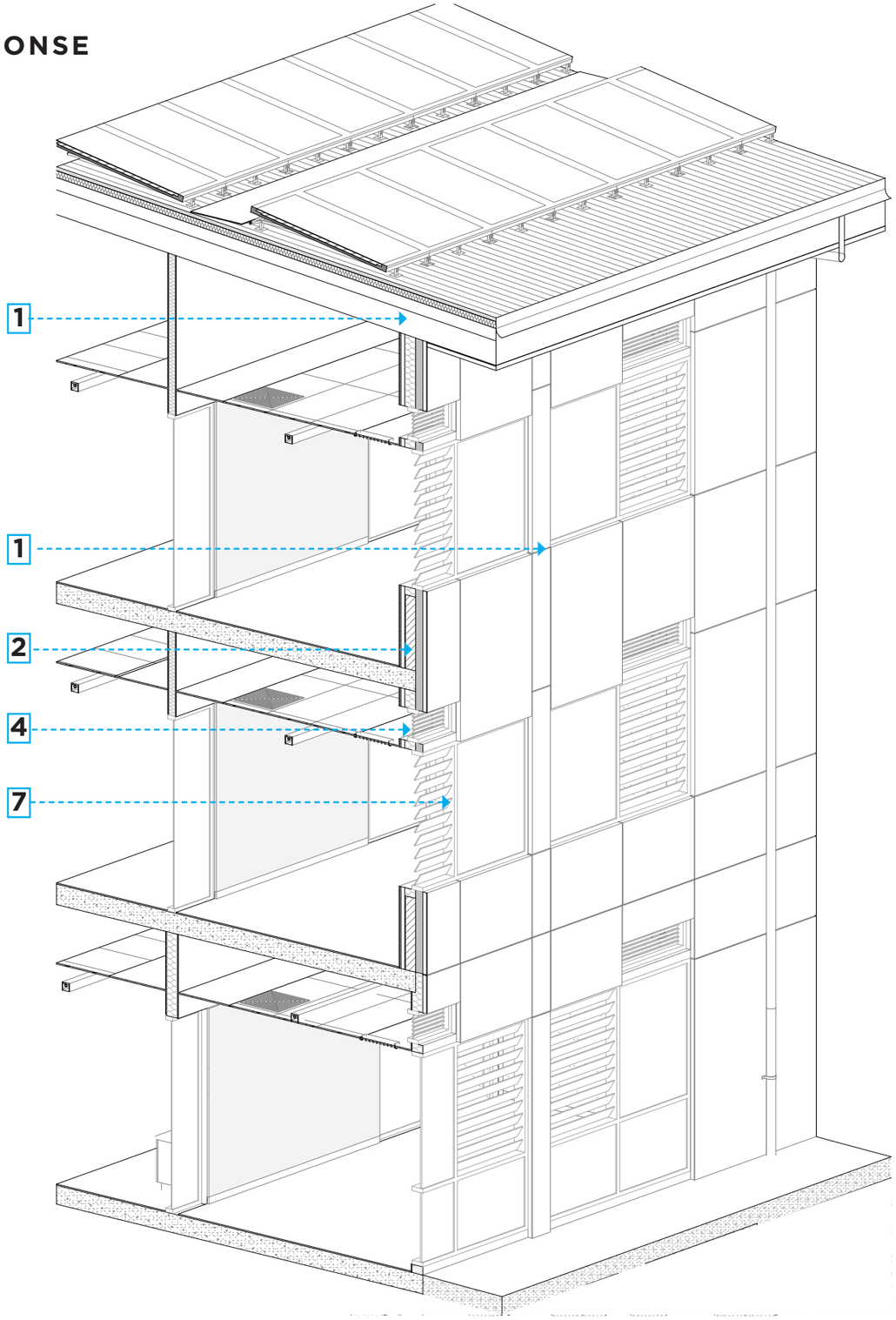
3. Southern external wall spandrel is the concrete walkway projection of over 1m from the windows.

4. Mechanical external louvres above ceiling void for ducted AC.

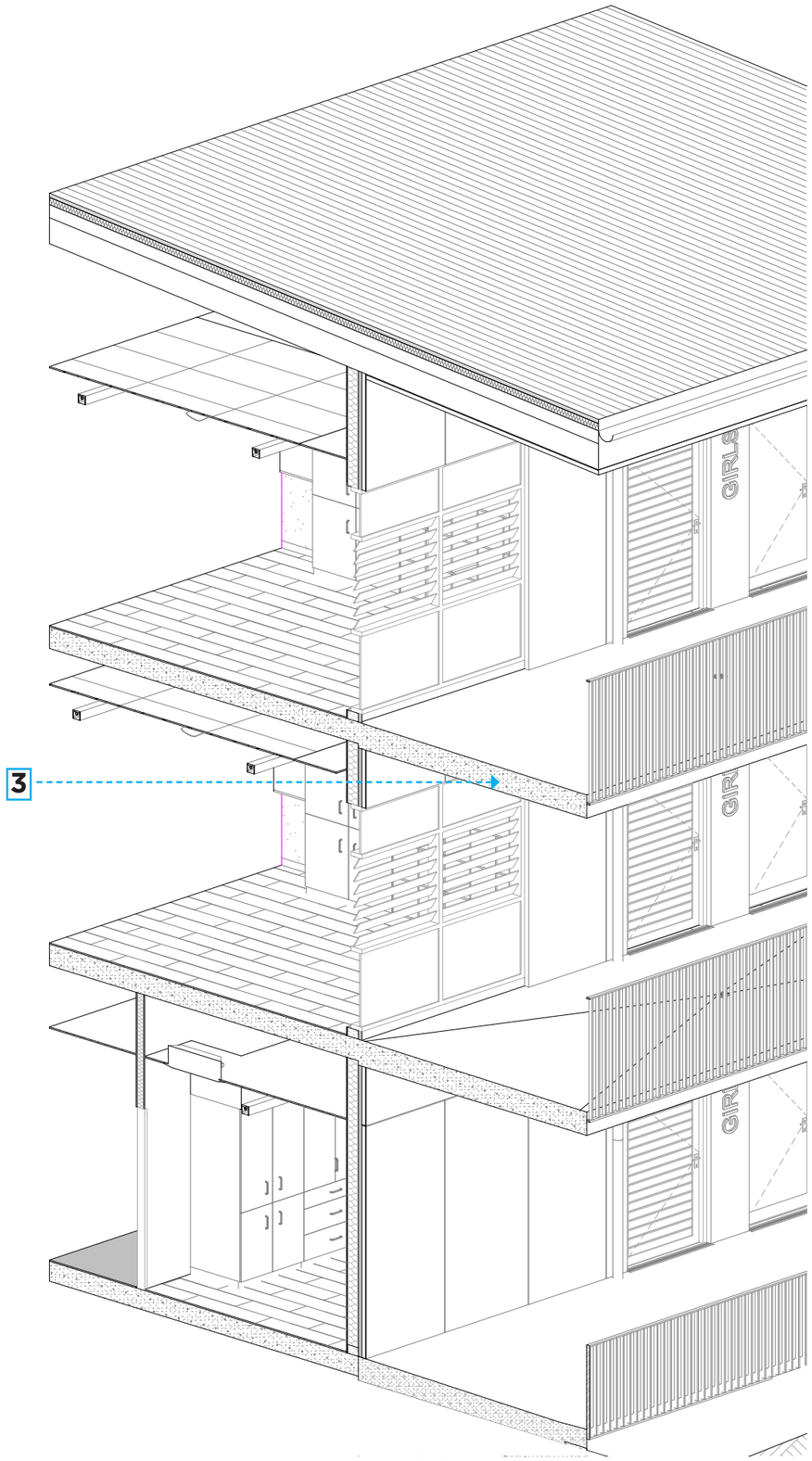
5. Insulated pitched roof with eaves, gutters and down pipes on the north and south.

7. External windows combination of fixed and louvres

8. Concrete roof to southern circulation stairs with droppers onto pitched roof.



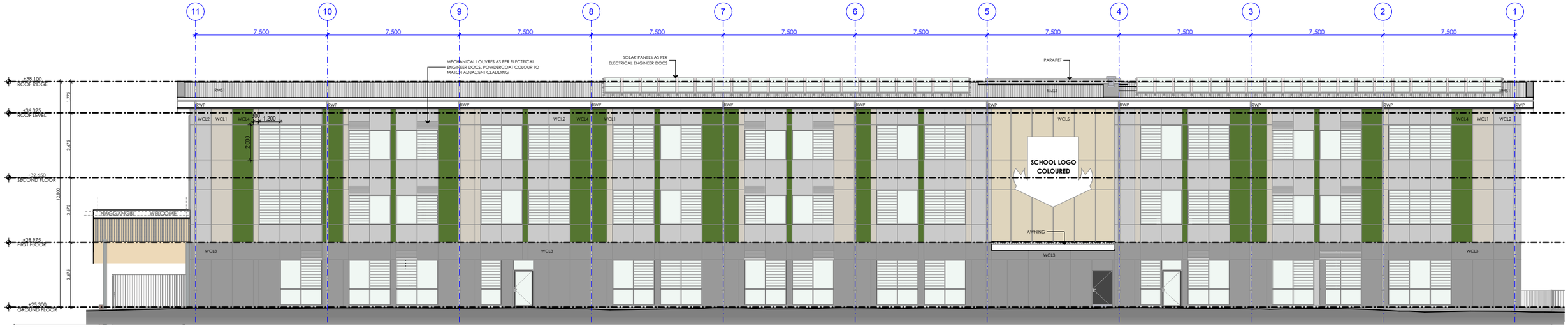
BLOCK R NORTH FACADE



BLOCK R SOUTHERN FACADE

6. ARCHITECTURAL RESPONSE

6.8 ELEVATIONS

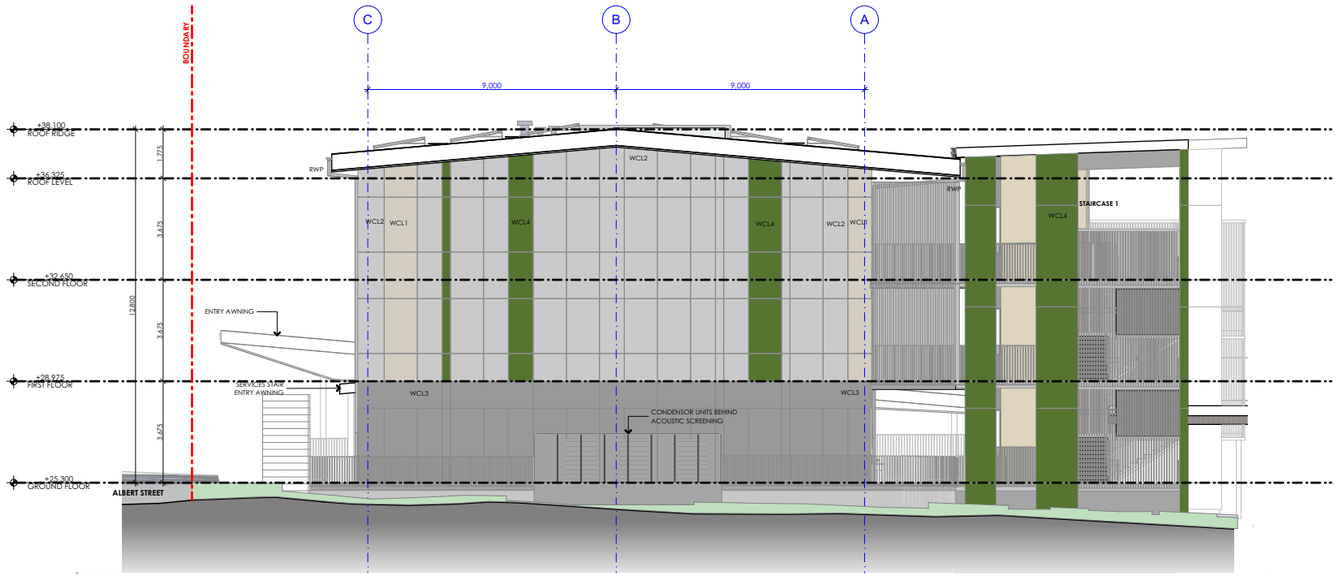


BLOCK R NORTH ELEVATION

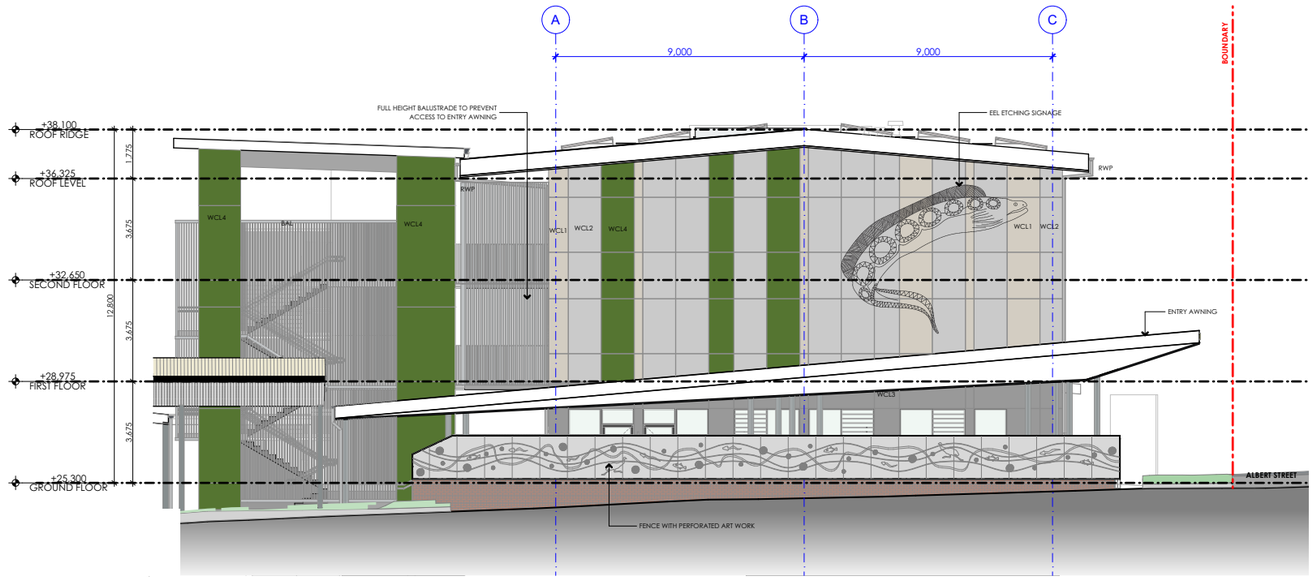
BLOCK R SOUTH ELEVATION

6. ARCHITECTURAL RESPONSE

6.8 ELEVATIONS



BLOCK R EAST ELEVATION



BLOCK R WEST ELEVATION

6. ARCHITECTURAL RESPONSE

6.8 ELEVATIONS

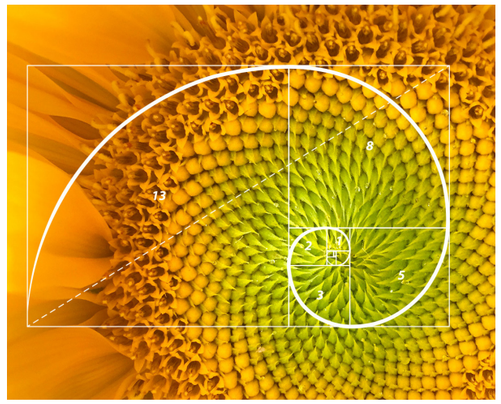
Cladding Concept

PEPS is located to the north of the Parramatta River and is located on the traditional land of the Darug people. The proposed colour palette and cladding proportions is informed through the river colours and plant proportions translated using the golden ratio 1.61. The use of 1,200w x 2,000H modules for the windows & main cladding panels whilst not exactly at the 1.61 ratio, in order to maintain round dimensions, the proportions reference nature and break up the horizontal mass of the north elevation.

Block R is orientated to the north, with the plan of the administration, library and General Learning Spaces set out according to the EFSG hub layouts on a 9x7.5m grid. In order to break the long elevation of over 75m the cladding colours on the ground floor is a dark grey visually separating the mass from the level 1 & 2 floors. Cladding cut lines are set out with an emphasis vertically with a width to height ratio of approximately 1.6, along with a variation of 3 colours the long facade is broken up.

The southern facade has been visually grouped with each of the stairs through colour with green to the external stair blade walls spilling onto the south facade and sandstone colour to the lift shaft spilling onto the southern facade, the remainder of the facade is a light grey.

Parramatta River



Golden Ratio

BLOCK R NORTH ELEVATION

BLOCK R SOUTHERN ELEVATION

6. ARCHITECTURAL RESPONSE

6.8 ELEVATIONS

The proposed cladding colour palette takes inspiration from the parramatta river and the existing colour palette found on site, which consists of dark green, cream, terracotta brick and light roof colours which can be seen in the existing images on the trailing pages.

A white roof colour speaks to the existing whilst also reducing the heat island effect contributing to green star points. Grey gutters and down pipes tie in the base grey cladding panels.

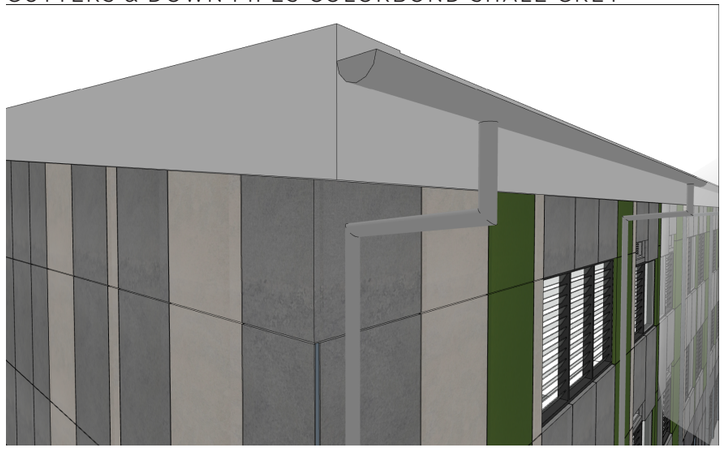
Pre-finished fibre cement cladding panels consist of dark grey, light grey, sand and dark green.

Aluminium powder coated screening to the external stair cases and privacy screening on the balcony are a brown bronze colour.

Balustrade is hot dip galvanised as per EFSG requirements.

ROOF SHEETING, FLASHING & CAPPING

ROOF SHEET, FASCIA & CAPPING COLORBOND DOVER WHITE
GUTTERS & DOWN PIPES COLORBOND SHALE GREY



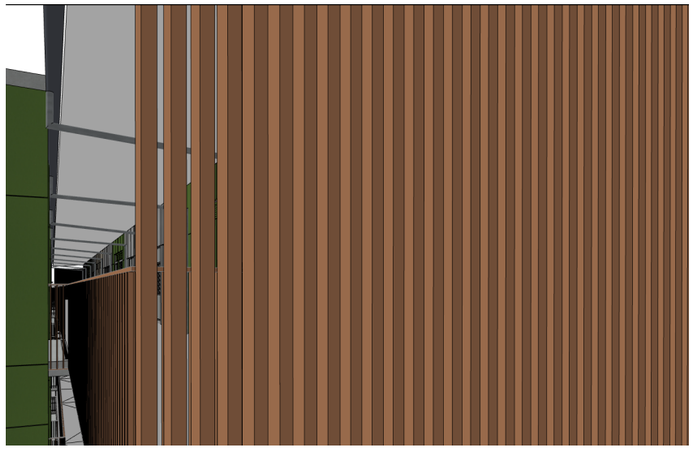
CLADDING FIBRE CEMENT SHEET

FIRST & SECOND FLOOR CLADDING

GROUND FLOOR CLADDING

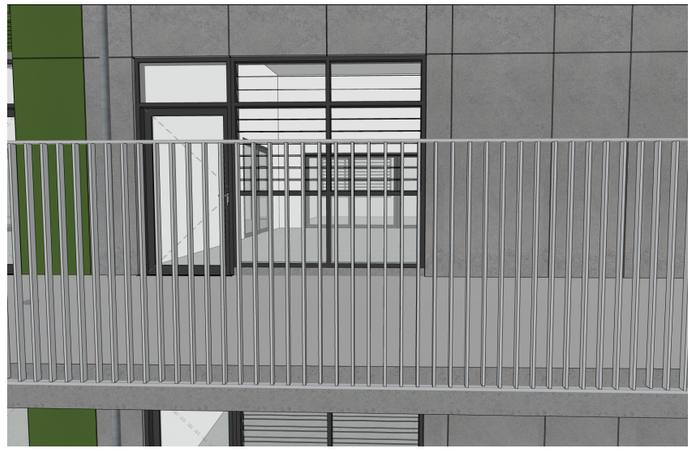
VERTICAL BATTEN SCREENING

POWDER COATED BROWN/BRONZE



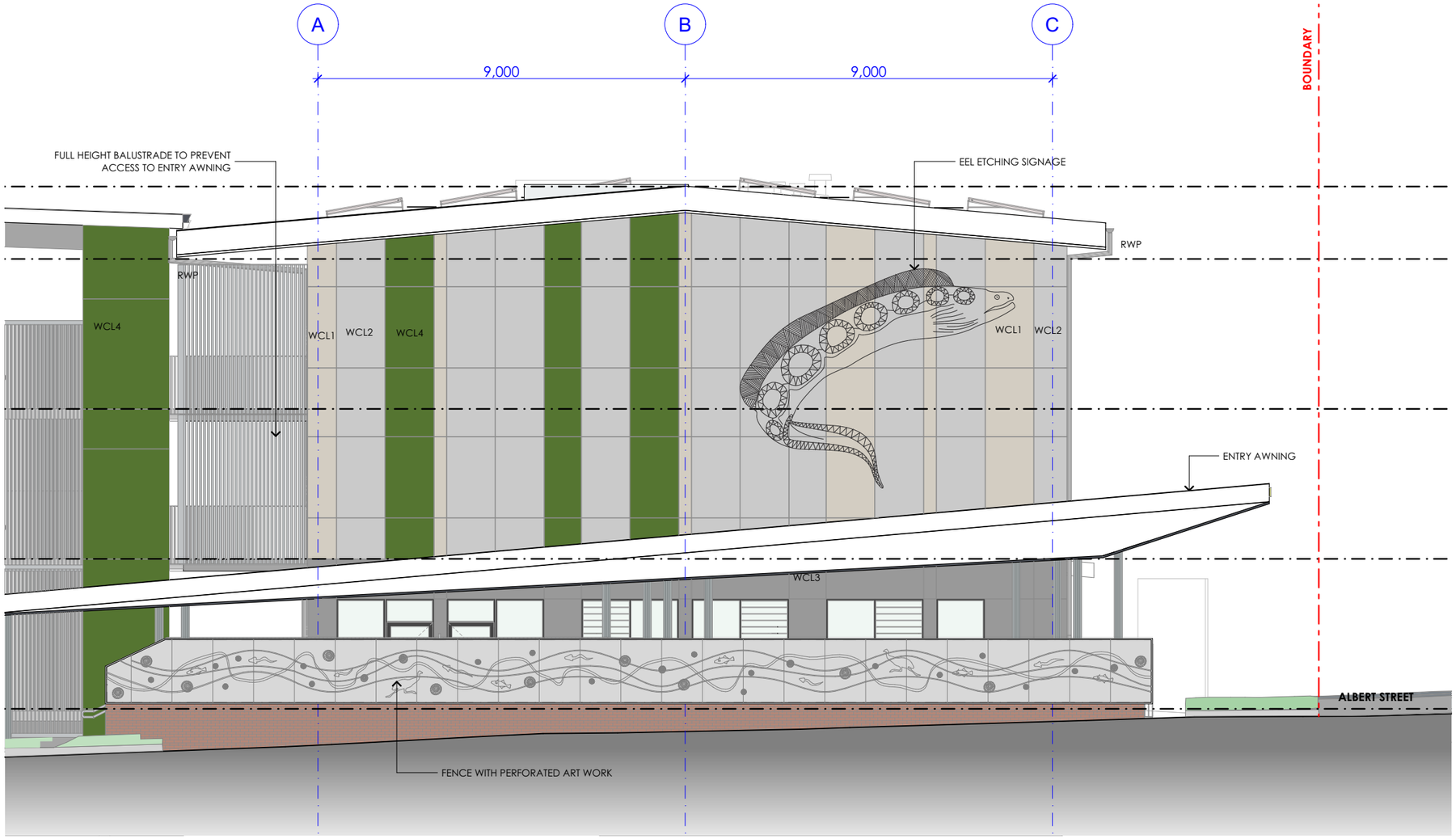
EXTERNAL BALUSTRADES

HOT DIP GALVANISED



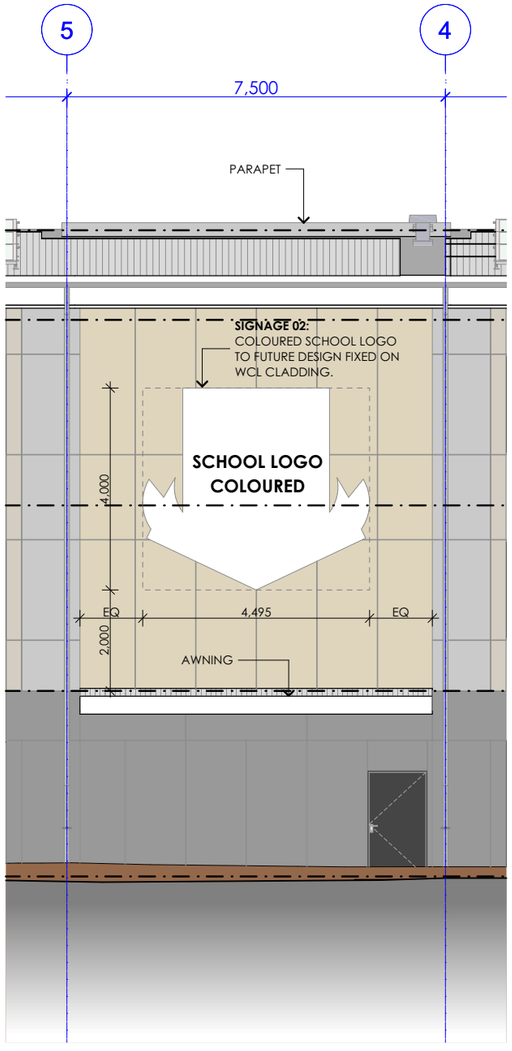
6. ARCHITECTURAL RESPONSE

6.9 SIGNAGE & WAY-FINDING

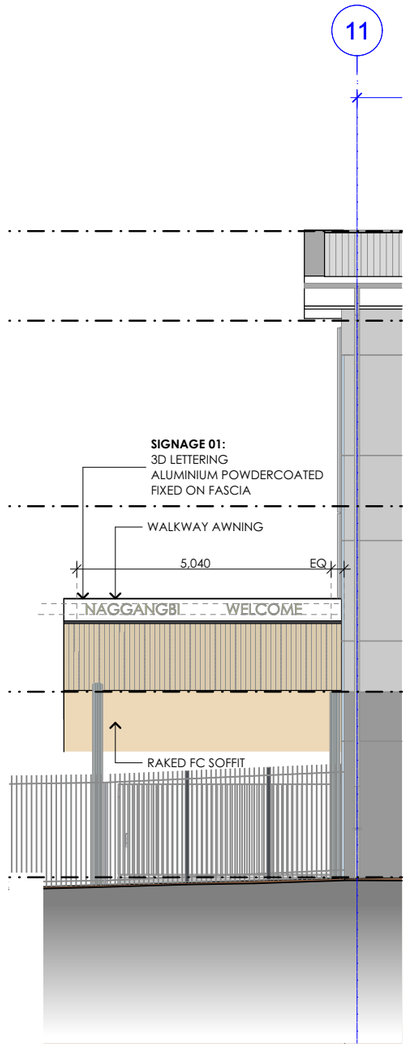


6. ARCHITECTURAL RESPONSE

6.9 SIGNAGE & WAY-FINDING



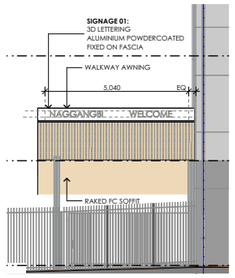
SIGNAGE 02- SCHOOL LOGO
SCALE1:100



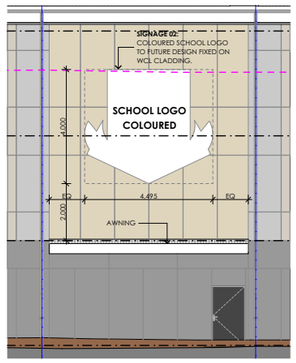
SIGNAGE 01 - ENTRY AWNING
SCALE1:100

6. ARCHITECTURAL RESPONSE

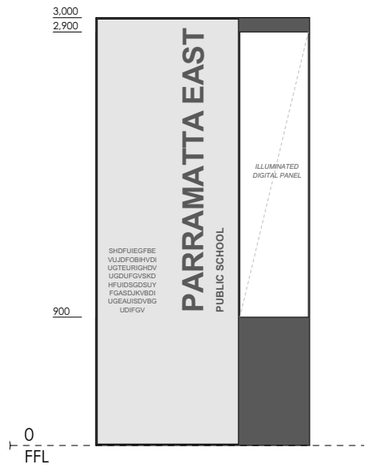
6.9 SIGNAGE & WAY-FINDING



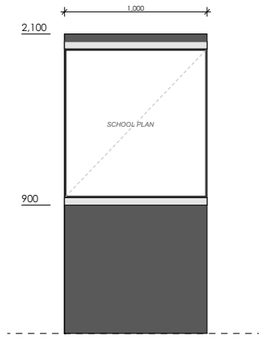
SI01 ENTRY AWNING
SCALE1:100



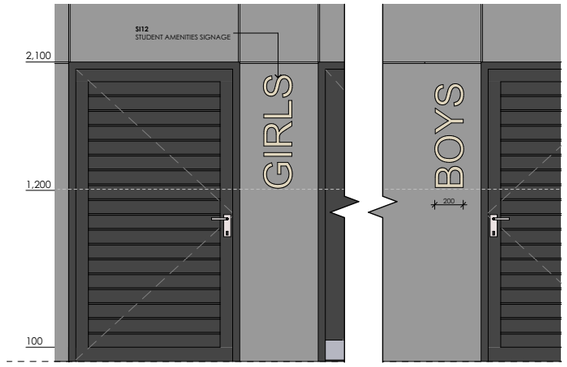
SI02 SCHOOL LOGO
SCALE1:100



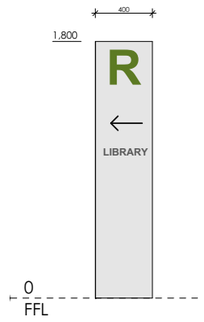
SI4 MAIN ENTRY SIGNAGE
SCALE1:20



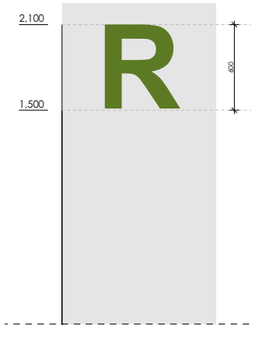
SI5 SCHOOL PLAN SIGNAGE
SCALE1:20



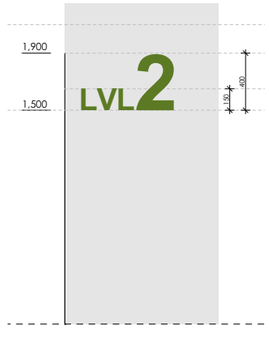
SI12 AMENITIES SIGNAGE
SCALE1:20



SI6 DIRECTIONAL PLINTH
SCALE1:20



SI7 BLOCK SIGNAGE
SCALE1:20



SI8 LEVEL SIGNAGE
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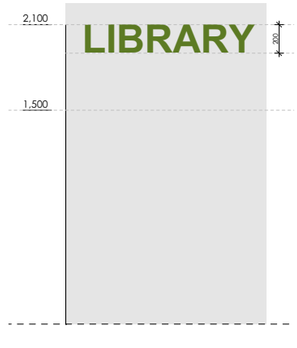

SI9 CORE FACILITY PRIMARY
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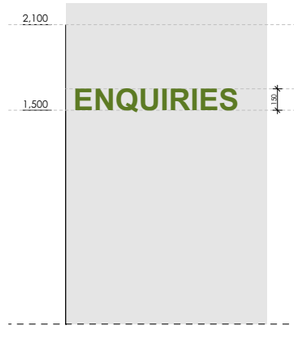
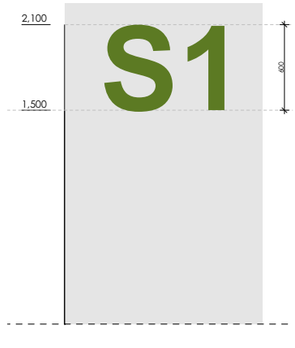


SI9 CORE FACILITY SECONDARY
SCALE1:20



SI10 STAIR SIGNAGE
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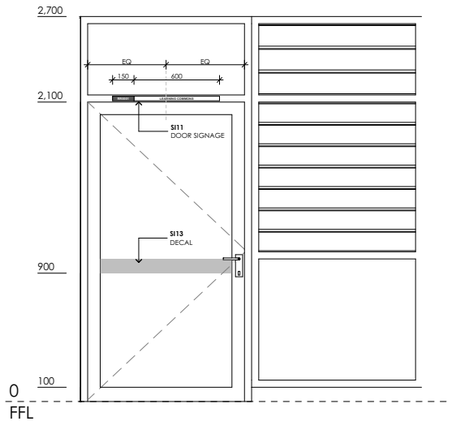
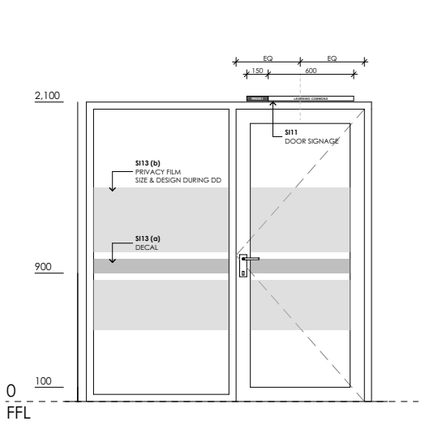


SI11 DOOR SIGNAGE GLAZED EXTERNAL
SCALE1:20



SI11 DOOR SIGNAGE GLAZED INTERNAL
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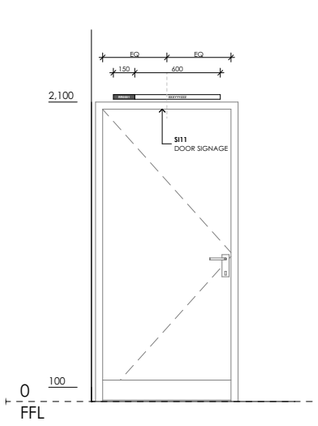
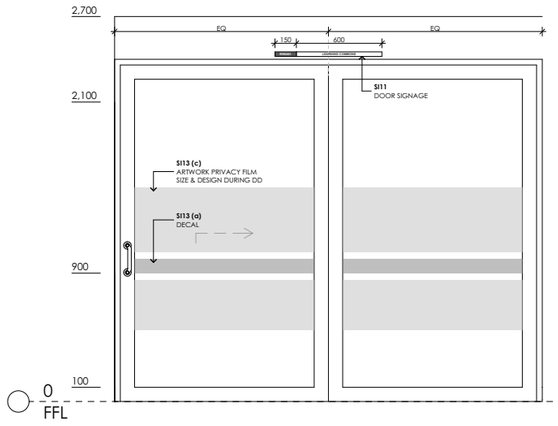


SI11 DOOR SIGNAGE SOLID
SCALE1:20

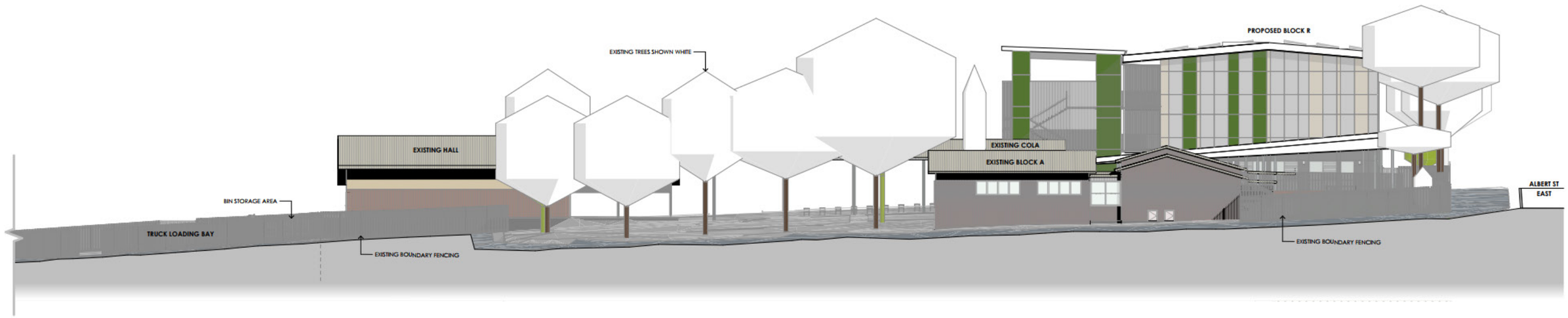


SI13 ARTWORK DECAL
SCALE1:20

6. ARCHITECTURAL RESPONSE

6.10 STREETSCAPE ELEVATION

STREETSCAPE ELEVATION / ALBERT STREET
SCALE1:200



STREETSCAPE ELEVATION / WEBB & GAGGIN STREET
SCALE1:200

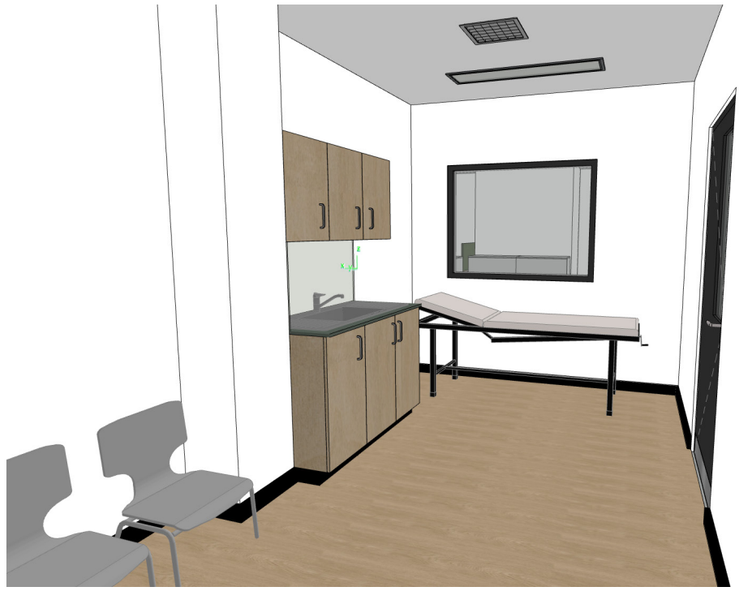
6. ARCHITECTURAL RESPONSE

6.11 KEY PERSPECTIVES

BLOCK R ADMIN CLERICAL, LOOKING TOWARD PUBLIC ENTRY

BLOCK R ADMIN KITCHENETTE

BLOCK R ADMIN PUBLIC ENTRY FOYER



BLOCK R LEARNING COMMONS

6. ARCHITECTURAL RESPONSE

6.11 KEY PERSPECTIVES

BLOCK R LIBRARY

BLOCK R ADMIN KITCHENETTE

BLOCK R ADMIN PUBLIC ENTRY FOYER

BLOCK R GENERAL LEARNING SPACE

BLOCK R MULTI-PURPOSE SPACE

BLOCK R LEARNING COMMONS

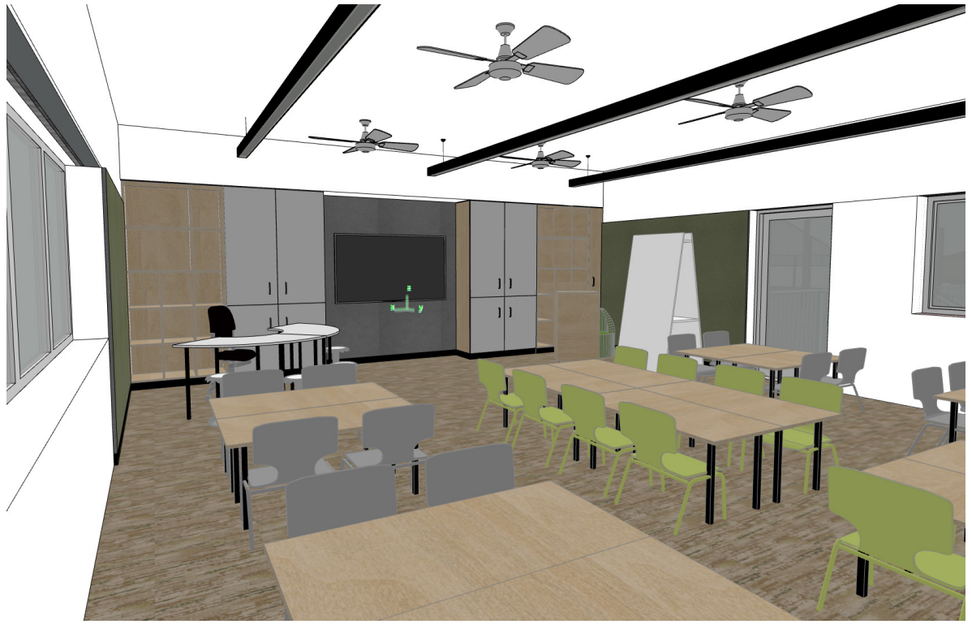
BLOCK R LEARNING COMMONS

6. ARCHITECTURAL RESPONSE

6.11 KEY PERSPECTIVES

BLOCK B GENERAL LEARNING SPACES

BLOCK A LEARNING COMMON & GLS



BLOCK A LEARNING COMMON & GLS

6. ARCHITECTURAL RESPONSE

6.11 KEY PERSPECTIVES

MAIN ENTRANCE, ALBERT ST EAST

6. ARCHITECTURAL RESPONSE

6.11 KEY PERSPECTIVES

SOUTHERN ELEVATION & CENTRAL PLAY SPACE

07_ENVIRONMENTAL RESPONSE

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

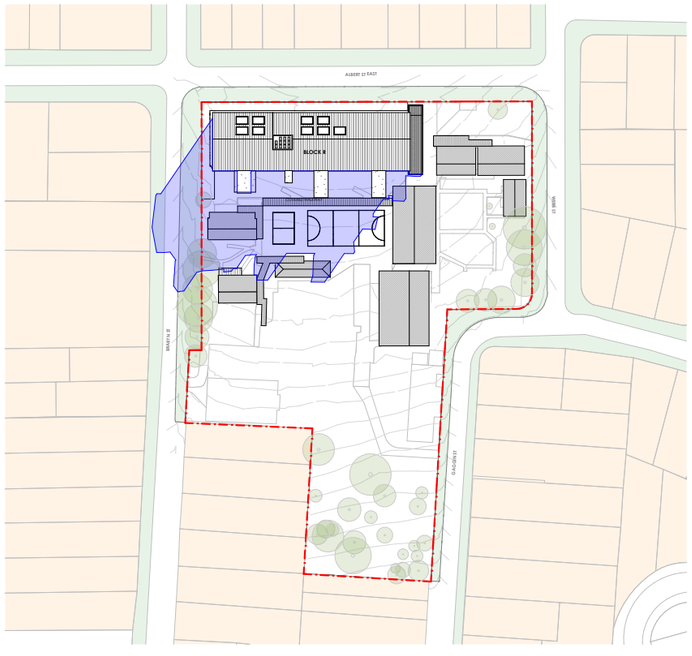
7. ENVIRONMENTAL RESPONSE

7.1 VISUAL IMPACT STATEMENT

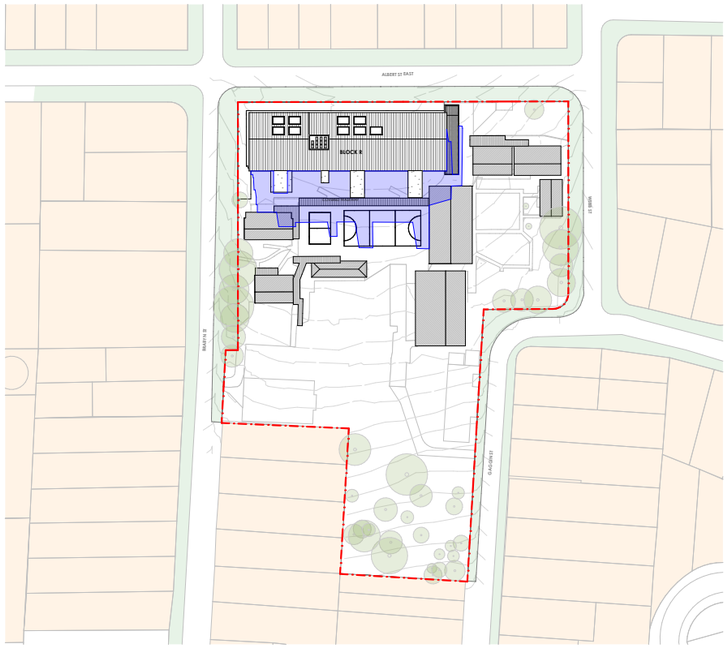
7. ENVIRONMENTAL RESPONSE

7.2 SHADOW ANALYSIS

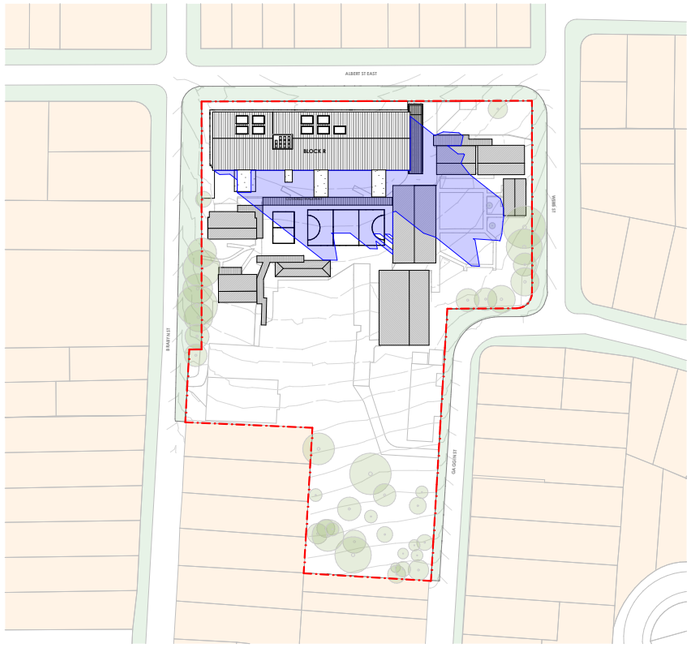
SHADOWS WINTER EQUINOX
• No over shadowing impacts to neighbours
• Southern play space over shadowed, yet the large external play space to the south provides direct sunlight opportunities in the colder months.
• Over shadowing in the warmer months is welcomed, due to the high temperatures experienced within the locality.



SHADOW DIAGRAM - 9AM 21st JUNE
SCALE1:1000



SHADOW DIAGRAM - 12PM 21st JUNE
SCALE1:1000

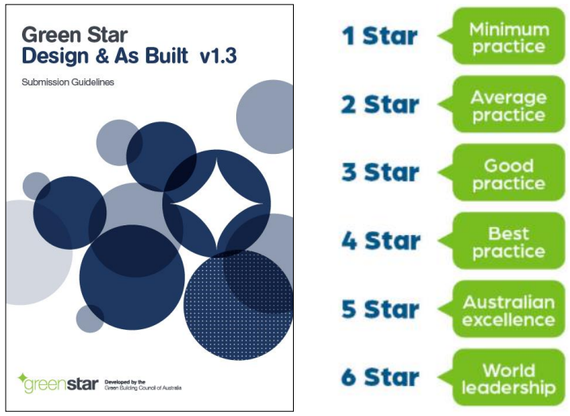


SHADOW DIAGRAM - 3PM 21st JUNE
SCALE1:1000

5.6 Green Star Design & As-Built v1.3

Supporting NSW Education's Commitment to Sustainability and action to certify projects over $10 million with new building gross floor area over 1000m2 to Green Star Design & As-Built, PEPS is targeting a certified 5 Star Green Star Design and As-built v1.3 Rating. A 5 Star Green Star rating is considered 'Australian Excellence' level.

Although, the project is currently in Schematic Design phase, SINSW have registered the project under Design & As-Built V1.3, in December 2021.



The Green Star rating tool is a framework developed by the Green Building Council of Australia (GBCA) and is categorised in 9 sustainability categories which are:

- Management
- Indoor environment quality
- Energy
- Transport
- Water
- Materials
- Land Use and Ecology
- Emissions
- Innovation

Section 6.0 of this report describes the sustainability measures incorporated in the project aligned with Green Star. A full Green Star Scorecard is provided in Appendix 9.1.

Guide	N	Strategy	Project Response
GANSW Better Placed Environmental Design in Schools (EDiS) Design Guide for Schools (DGfS)	1	Passive cooling and heating	For PEPS, the proposed ventilation strategy includes mixed mode ventilation. Therefore, operable windows are required to be provided. This approach promotes passive cooling through natural ventilation. Sydney's climate is favourable for natural ventilation for around 50% of the year, under typical conditions. External shading will prevent unwanted heat gains during summer but permit passive heating during winter. Optimised building fabric will reduce heat loss.
	2	Re-design learning experiences	Acoustics will be addressed as per GS and EFSG requirements. Exposing the building services could be considered as part of the building as a teaching tool initiative.
	3	Communicate careful use of resources	Several initiatives are being considered to use the building as a teaching tool such as, exposed services, native landscaping areas to educate about local flora and fauna, signage, and live data display of building performance to create an understanding of the building's resource consumption and encourage resource conservation.
	4	Control Heat Gain	To control heat gain, external shading, internal blinds and optimised WWR will need to be implemented.
	5	Share Environmental Knowledge	Consultation with Aboriginal Community members has been undertaken.
	6	Be responsive to local climate including sun, wind and aspect.	Workshops during the Schematic Design phase has been undertaken to identify site specific opportunities and constrains considering climate, prevailing winds, noise sources, orientation and opportunities for passive strategies.
	7	Select Materials and approaches to detailing that are robust and durable	As part of the EFSG requirements, it is recommended that a whole of life approach should be undertaken for all the material selection for the project.
	8	Seek opportunities for buildings and outdoor spaces to be learning tools in themselves	This strategy could be further investigated by JDH, as it is highly beneficial for school students.
	9	Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches and the integration of new technologies	Designing flexible spaces that can adapt over time was another key consideration. This can be achieved through good design as well as using the MMC approach incorporating modular pods or kit-ot-parts.

Considerations

The latest EFSG 2.0 standards and guidelines do not provide an updated ESD schedule. The project commitments have been checked for compliance using EFSG ESD Schedule V9. An overlap with has been observed between EFSG and the Green Star Design and As-built Rating requirements. Hence, if and any requirements not covered in Green Star shall be addressed separately. Within the EFSG there are some mandatory requirements and some recommended ones, the project will meet all mandatory ones and will aim to comply with as many as possible from the recommended ones.

The following table identifies and addresses the sustainability strategy and requirements which do not overlap with Green Star Buildings V1 system.

EFSG ESD Schedule V9		
Sustainable Strategy	**Requirements**	**Response**
Build Resilience	**Weather Protection** Circulation areas provided between administrative, staff and all student spaces (except Agriculture), should be protected from sun, rain and unfavourable winds.	The proposed site layout plans dated 06/09/2024 (90% SD) show weather protected walkways provided around Block R and covered walkway connecting to open play spaces.
Consume Responsibly	**Building Flexibility** Position structural members considering the future flexibility of the structure. Avoid ad hoc placing of columns internally, giving preference to uniformity in layout. Design all internal walls as non-load bearing to enable future flexibility.	The project follows Hub Layout design strategy to allow for future flexibility & uniformity. The future expansion plan provided complies with the layout requirement.
Consume Responsibly	**Trade waste** Arrestors for acid, grease, plaster and clay of adequate capacity must be installed to treat wastewater from science laboratories, kitchens, art rooms and canteens as required in DG52.	Design details such as drawings or letter from Hydraulic Engineer confirming the trade waste arrestors shall be installed to treat wastewater from cafes, kitchens art rooms and laboratories.
Foster Connections	**Open play space** Open play space must be provided for students to access during recess, lunch breaks and for outdoor learning. Open play space can be comprised of: - Paved and grassed areas - Rooftops and terraces - Covered outdoor areas The designated open play space must be easily monitored and managed by school staff. Where a joint use agreement can be negotiated with a local council or landowner, the required play space can be located off-site, providing the facilities are - In close proximity to the school - Easily accessible	Paved area and green spaces have been provided surrounding Bock R to encourage outdoor learning and student activity. The requirement to achieve a minimum of 10m² per student needs to confirmed by Architect.
	- Safe and secure Designs must aim to achieve a minimum of 10m² per student. Where this figure is not achievable the proposed m² per student of the completed project must not be less than the existing m² per student currently on the site.	
Unlock Human Potential	**Noise emission (to the environment)** Generally, noise emission to the environment from mechanical services noise sources (such as air conditioners) are the subject of a development consent conditions. In NSW the development consent conditions will refer to the Industrial Noise Policy (INP) or Local Council requirement. Where no condition regarding noise sources exists for a school development, noise emission from such sources should be designed, in-principle, to satisfy the requirements of the Industrial Noise Policy.	The acoustic consultant has issued the relevant acoustic design consideration for external noise intrusion and noise emission from M&E equipment dated 14/08/2024. EFSG departure for the credit is explained. However, it was noted that the proposed departure will still achieve the relevant DfMA guidelines, Green Star and Australian Standard AS2107:2016 requirements.
Unlock Human Potential	**Fly free indoors** Fly screening must be provided in all schools to the doors, windows and other openings in food preparation, biology, and non-water-closet toilet spaces or where specifically nominated in the EFSG. Schools in localities where fly incidence constitutes a health hazard (especially trachoma or other nuisance) will require fly screens to all opening sashes.	To be incorporated in the architectural design at the discretion of SINSW.
Unlock Human Potential	**Pesticide free environments** Schools must be designed, constructed and maintained, without using chemicals for termite and other pest control. No chemical pesticides and termicide to be used. Preventive treatments to be by physical means and careful design to minimise risk	Declaration and documentation to be provided by head contractor that no pesticides or termites shall be used in the construction stage. For maintenance scope, which is on-going operational requirement, the implementation shall be followed by SINSW Asset Maintenance Unit (AMU).

08_LANDSCAPE STRATEGY

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

8. LANDSCAPE STRATEGY

8.1 DESIGN PRINCIPLES

The landscape activity breaks the activity into 5 zones, entry, arrival, passive play space and the bush tucker and healing garden.

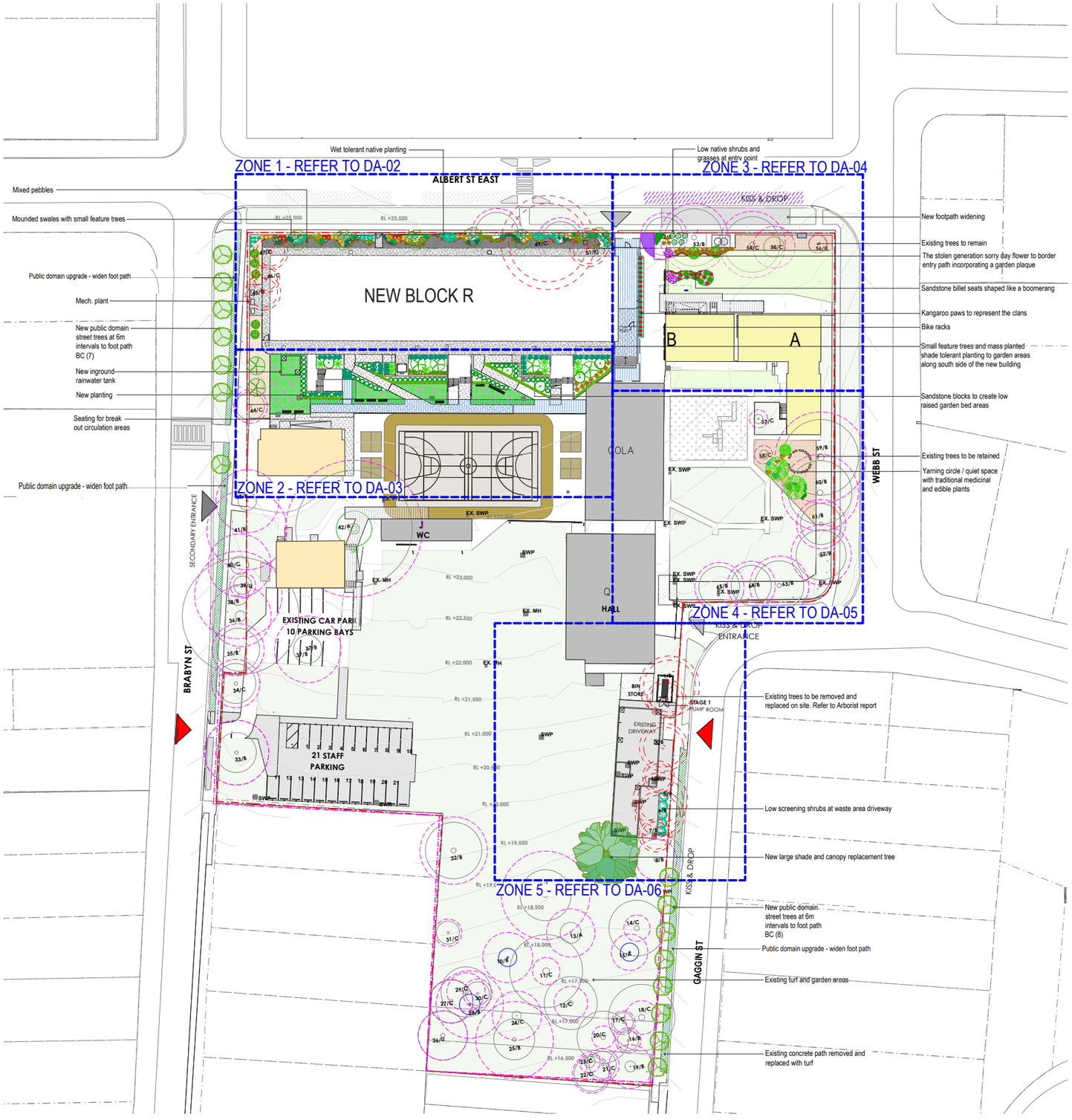
Zone 1 Arrival addresses the street setback and the shared public area at the main entrance. An organise pebble bed lines the front setback to reduce water use and lead your eye towards the entry point.

Zone 3 Upon entry the paths are lined with the Stolen Generation Sorry Flower with an acknowledgment plaque, to the east sand stone seats provide area for gathering or quite space for students and their parents. Planting in this zone includes grass trees to representing the clans and kangaroo paw representing the people.

Zone 2 to the south of block R will be under shade cast by the building for most of the year and consist of ferns and lilies which are suitable in moist shaded areas.

Zone 4 contains a mulched garden with sand stone billets forming a yarning circle, with bush tucker natives and healing plants and flowers

Zone 5 waste storage area includes replacement trees for those removed. .



LEGEND

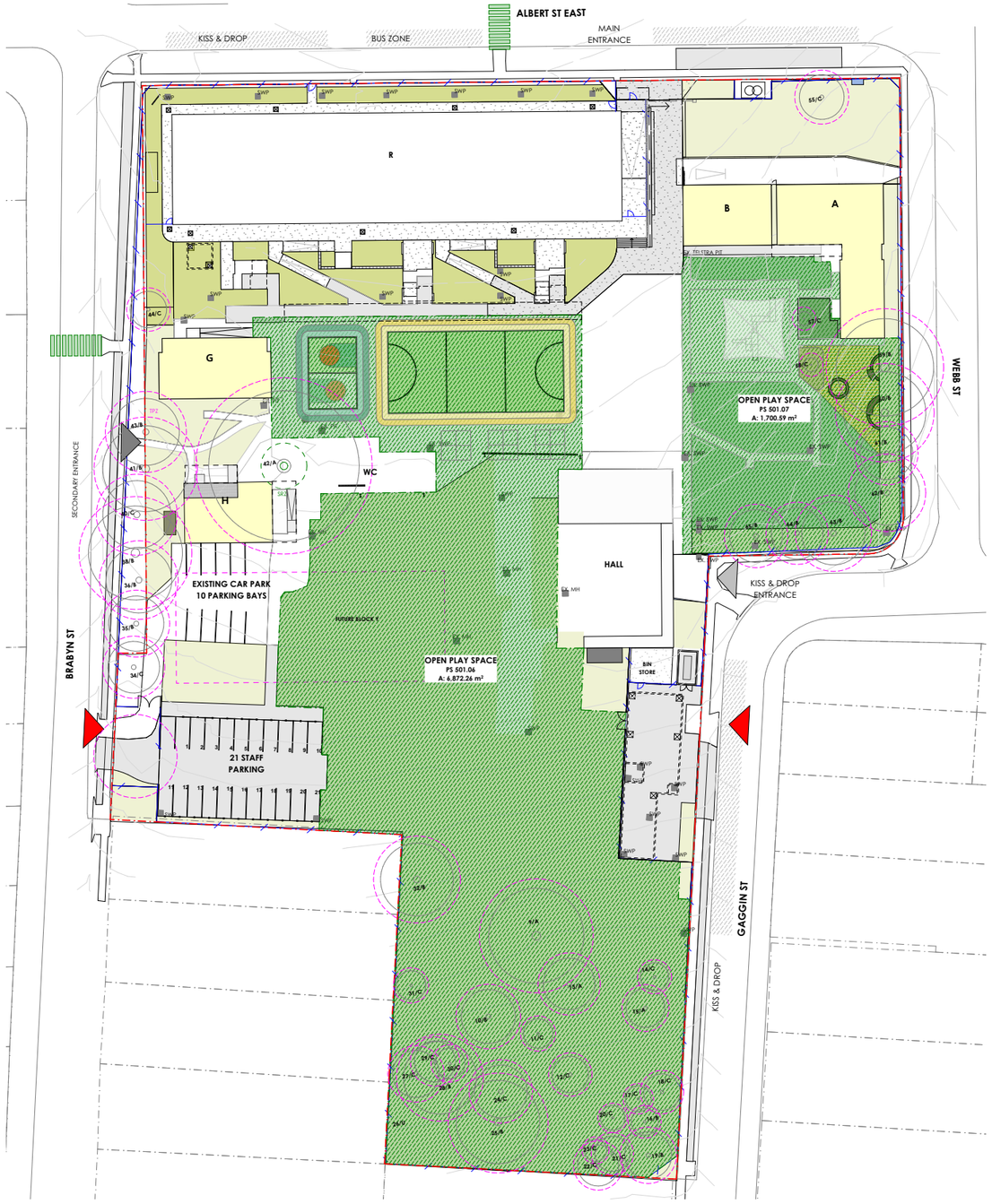
- FEATURE PLANTING- REFER TO PLANT SCHEDULE
- PROPOSED SYNTHETIC TURF AREA
- PEBBLES
- PROPOSED CONCRETE PATHS AS PER ARCHITECTS DRAWINGS
- EXISTING TURF TO REMAIN
- PROPOSED NEW TURF
- MULCH
- NEW TREES- REFER TO PLANT SCHEDULE
- EXISTING TREES TO BE RETAINED AND PROTECTED
- EXISTING TREES TO BE REMOVED- REFER TO ARBORISTS REPORT
- TREE PROTECTION ZONE

8. LANDSCAPE STRATEGY

8.2 MASTER PLAN

EXISTING PLAY SPACE 7,426sqm

PROPOSED PLAY SPACE 8,572sqm
667 students = 12.85sqm/student



8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

Walk on Country

During the master plan phase Yarrawalk was engaged to undertake connecting with Country assessment for the new activity. This included a walk on country through consultation with Registered Aboriginal Parties (RAPs), Local Aboriginal Councils and other Aboriginal members. The walk on country took place on the 26th of October 2022 at Brabyn St Parramatta NSW 2150.

The walk on Country included a site walk over all the areas, with time given for discussions relating to concepts, ideas, stories and language which could be included in this project.

The following headings and text have been taken from Yarrawalks Preliminary findings document dated 04 November 2022.

Entrance

Black fellas advertised better at the beginning, as you walk into the school. LC

Scream culture at the start. KB

Can't talk about country without talking about urbanisation. Burramattagal culture is currently masked away by houses, we need to bring it back, recreate. CF

Qualitative data obtained during the walk on Country suggested that at the entrance to the school, First Nation culture needs to be highly visible. Using this suggestion, along with our desktop assessment, Yarrawalk will propose design ideas that recognise a connection with Country at the entrance to the school.

Landscape

Must be wet tolerant, suit the areas growing conditions, don't try to bring all the known bush foods here, they won't survive, just the plants of the area, the food of the Burramattagal people. Something from the land must be incorporated in ever new building so that Country is fully incorporated. KB

Traditional artefacts could be included in the outdoor education area. KB

Sand paper fig, bush tucker food. KB

A traditional song line could be told in the garden, this will allow Darug language to tell stories. KB

By keeping this gum tree, and other native trees we are preserving culture. KB

Weaving for fishing or for basket making was something women did, maybe the girls at the school could be taught this, so I believe the grasses and rushes used in this traditional practice must be planted here. LC

A further analysis of the landscape within the study area and broader surrounds (pre and post, white settlement) will be performed to investigate how the endemic flora/fauna was utilised and cared for by the Burramattagal people. This analysis will use qualitative data provided during the walk on Country and our desktop assessment.

Yarning Circle

Parramatta was a big meeting place for a lot of mobs around here. CF

We need a place where dance is ceremony can take place. KB he totem eel must be represented in this space. BC

Yarning circle, should include native vegetation, sitting place, camp fire in the middle. KB

Language, totems, it all must have cultural significance to this site. CF.

Totem Eel

- Currently the school's totems, are the eel and the leather jacket. JM

- Not allowed to eat the totem but to protect it. LC

- If we are to include eels in the design, they must look like eels so the kids know what it is

- Bring country to the school. For buildings to be on Country, they must represent Country

– Then they have a story, we don't want buildings that look like cities. We want country. KB

- The Burra or the Eel, is a resilient animal that represents the struggle to survive in dynamic and shifting environments. One of the only animals in the world to have all three breathing abilities. It can live in salt water, fresh water, brackish water and on land. Shifting from gills to lungs as it transitions. This animal totem is a true representation of our own human cultural struggle and is the reason it's the symbol of change. CF

- The eel represents the need for transition, and the need for a change in the way we approach cultural sensitivity in the built environment. CF

Using the qualitative data provided, Yarrawalk will present design ideas that sensitively portray the eel as a representation of transition and change.

Educational Spaces

- This must be a public space somehow, Country must be open and free as well as care for. KB

- Dark Emu is an excellent text to be used to inform how to include culture and respect for Country in the design of this school. CF

- Must have some sort of outdoor education. KB

- We should have more buildings named after stories/animals in First Nation. LC

- Online cultural experiences. Digitised. We want the understanding of built environment to expand to include new web pages and online sites attached to the school, these too must respect Country. Stories of country must be put online on the QR codes. CF

Using ideas presented at the walk on Country, Yarrawalk will research how to include design features that showcase Aboriginal culture, in meaningful and less tokenistic way (online and in the built form). The idea that Country is not just land, but rather a holistic way of being, will be included in the final design report.

Reconciliation & Acknowledgement of Disposition

- Our elders have left us land rights. I want to leave a legacy where our culture is respected and shown with pride in the buildings that surround us. CF

- We need to shift the way they do business, we need to be visually seen, not just a mural. CF

- Colonisation and its impacts are still being felt, how can we include this in the design? You know a lot of us are still suffering. LC

- We talk about humans and respecting culture, but flora and fauna have been dispossessed for Country, as well as us people, they too need to be celebrated and

- We don't just want spear throwing and fish netting, we want the connecting with Country to represent our whole story including the stealing of children, the removal from our land the whole story. CF

- This is legacy building stuff for our people, we need to ensure our culture is respected and shown. SF

- How can we work to achieve inter-generational equity in this design? CF

- Our Country is to be celebrated, cared for and shared. LC

- MacArthur – this is the birth place of the stolen generation. Displacement must be taught, and it needs to be acknowledged. CF

- No more 'post-it note' designs, our culture needs to be celebrated in all its forms …Country must be celebrated not just on a wall but all over the school's new upgrade, in the walkways, on the new online web page, in the trees planted. CF

- We need to include somehow passive and soft designs that tell our story and celebrate the land of the Burramattagal people. CF.

- Imperative that all cultures are respected … I think that our First Nation culture has been let our own down a little, this walk on Country is about redressing that. JM

This is the most difficult dominant theme that came out of the walk on Country, that needs to be portrayed in the design of the new education campus. We must think about how the violence inflicted upon our First Nation peoples in Australia can be portrayed within the built environment, in a way that both teaches students and pays respects to the suffering that is still experienced today.

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

Overview

On the completion of the master plan phase 2 concept design commenced and completed with no further CwC consultation. The project then progressed into phase 3 schematic design where Charles Trindall from Indigenous Lead Facilitations was engaged to reach out to the walking with country participants to organise a workshop as a continuation of the process.

Prior to organising the workshops, the project team provided Charles with a site plan & 3D perspective identifying opportunities for signage, landscaping and artwork to relay to the participants prior to the workshop.

The workshop was held on the 30th of August 2024 at the Oakes Room in Westmead. Three tables were set up each with a topic, Landscape, Entrance & Artwork. Each table had a member of the project team and groups had 15 minutes to brainstorm ideas before changing to another table, with the project team member staying on the same table. When the next group arrived the project team member explained the ideas of the previous group, they then built on these ideas in a free-flowing discussion with key words and descriptions.

At the end of the work shop each group circled the top 3 items which were recurring or most important to them. The following mitigation measures have been extracted from the sequence Connecting with Country Report dated September 2024.

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

1. Entrance

1.1 **Mitigation measure 1.1**

Plant the Stolen Generation Sorry Day Flower ‘Native Hibiscus’ flower bed to acknowledge journey from the past to the present on the left-hand border of the main entrance.

1.2 **Mitigation measure 1.2**

Incorporate etching of the culturally significant eel in the perforated metal roof of the entrance to represent the eel dreaming and rainbow eel story.

1.3 **Mitigation measure 1.3**

Create seating for a yarning circle at the entrance, this space will cater for students and also a meeting place which also provides safe space for students and also offering reflection and quiet time.

2. Landscape

2.1 **Mitigation measure 2.1**

On the Southside, plant black boys (Grass Tree) plants to represent the Dharug Nation and surround the taller plants with clusters of colour of red, orange and gold provided by kangaroo paws representing the smaller language groups or tribes of the Dharug Nation..

2.2 **Mitigation measure 2.2**

Use native animals on paths and steps around the school including bird footprints in concrete paths: including emu, cockatoo, kookaburra, willy wagtail, brush turkey and ducks.

2.3 **Mitigation measure 2.3**

In place of the removed demountables, create a healing garden with Gravelias, blueberry.

3. Artwork

3.1 **Mitigation measure 3.1**

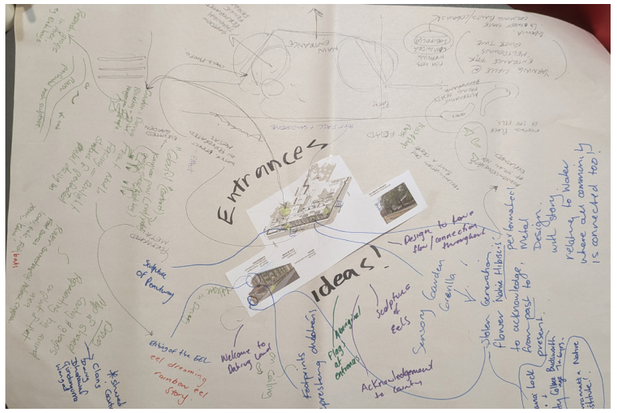
At the entrance, build a footpath in the shape of an eel with footsteps size from young to old to show the children’s journey through the school and life.

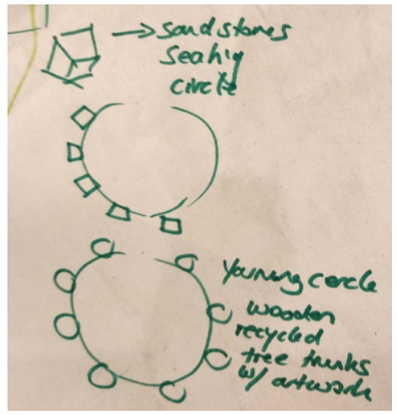
3.2 **Mitigation measure 3.2**

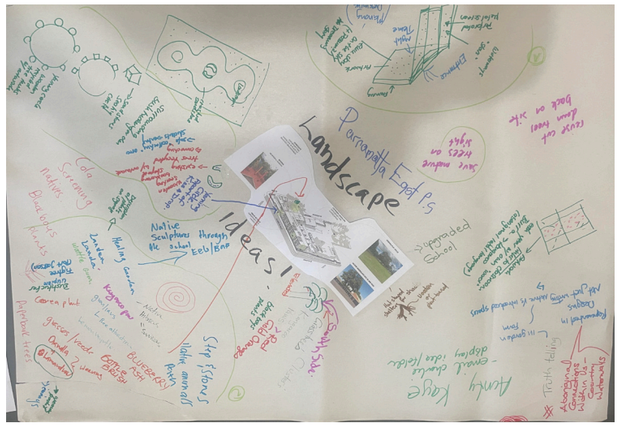
Design a mural on the rooftop of the entrance to include hand prints to represent caves rock art and the dreaming story of the eels, rivers and waterways. This are can also include a night scene reflecting the Emu in the sky dreaming story.

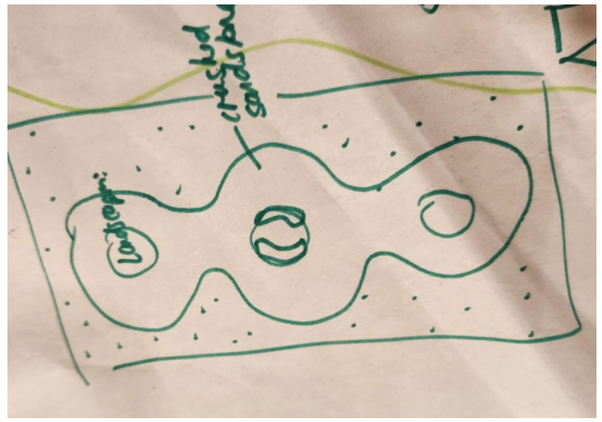
3.3 **Mitigation measure 3.3**

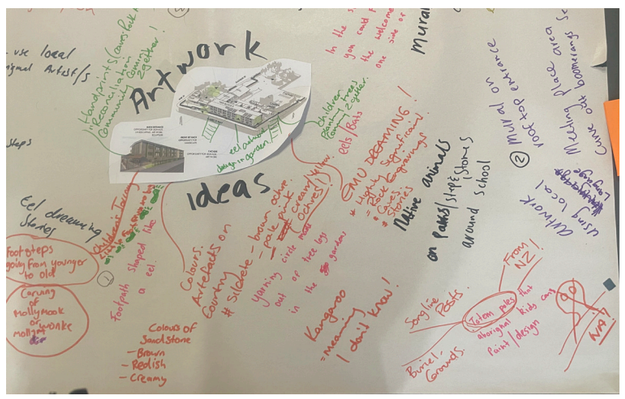
Welcome to Country sign at the entrance of the school in dual language. This can also be creative in the way of a carving or metal fabrication etc to offer an alternative to the common plaque idea.

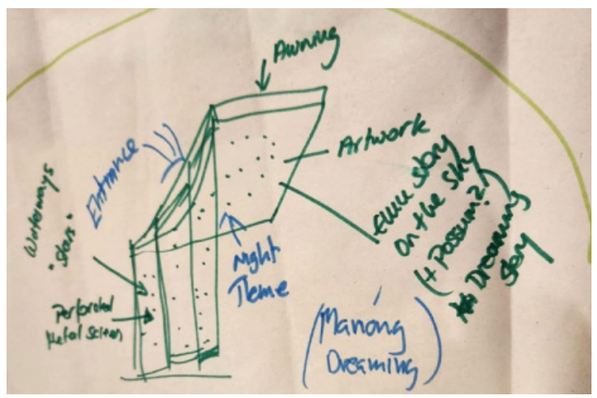








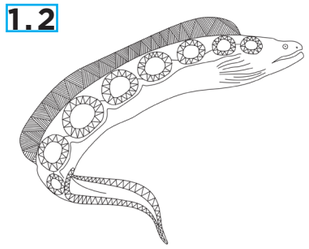




8. LANDSCAPE STRATEGY

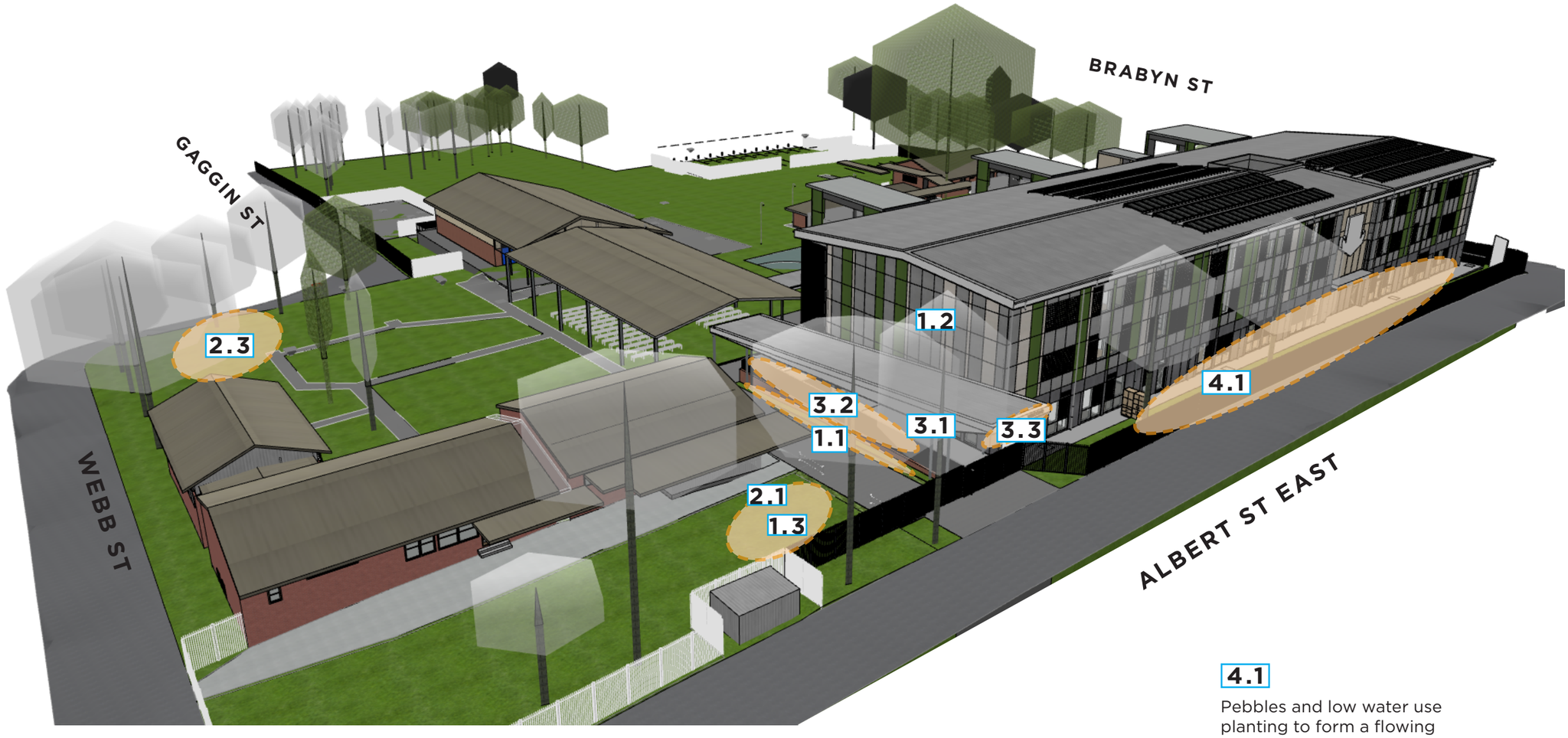
8.3 DESIGNING WITH COUNTRY

Native Hibiscus & plaque - stolen generation



Etching of an eel on the building

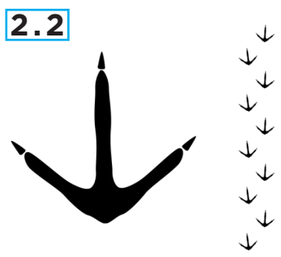
Yarning circle / quite space with healing garden



4.1

Pebbles and low water use planting to form a flowing pattern.

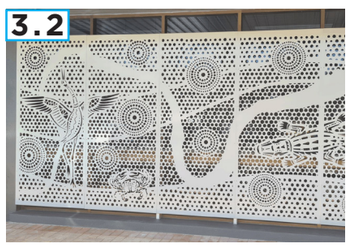
Representation of clans with Black Boy plants & Kangaroo Paws



Native animal foot prints on paths

Healing Garden

Foot prints young to old, to show journey on concrete entry path



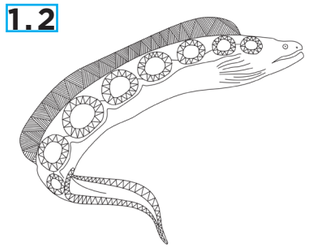
Perforated balustrade panels, dreaming story of the eels, rivers & waterways

Welcome signage in Dual Languages

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

Native Hibiscus & plaque - stolen generation



Etching of an eel on the building

Yarning circle / quite space with healing garden

Representation of clans with Grass plants & Kangaroo Paws

Native animal foot prints on paths

Healing Garden

Foot prints young to old, to show journey on concrete entry path

Perforated balustrade panels, dreaming story of the eels, rivers & waterways

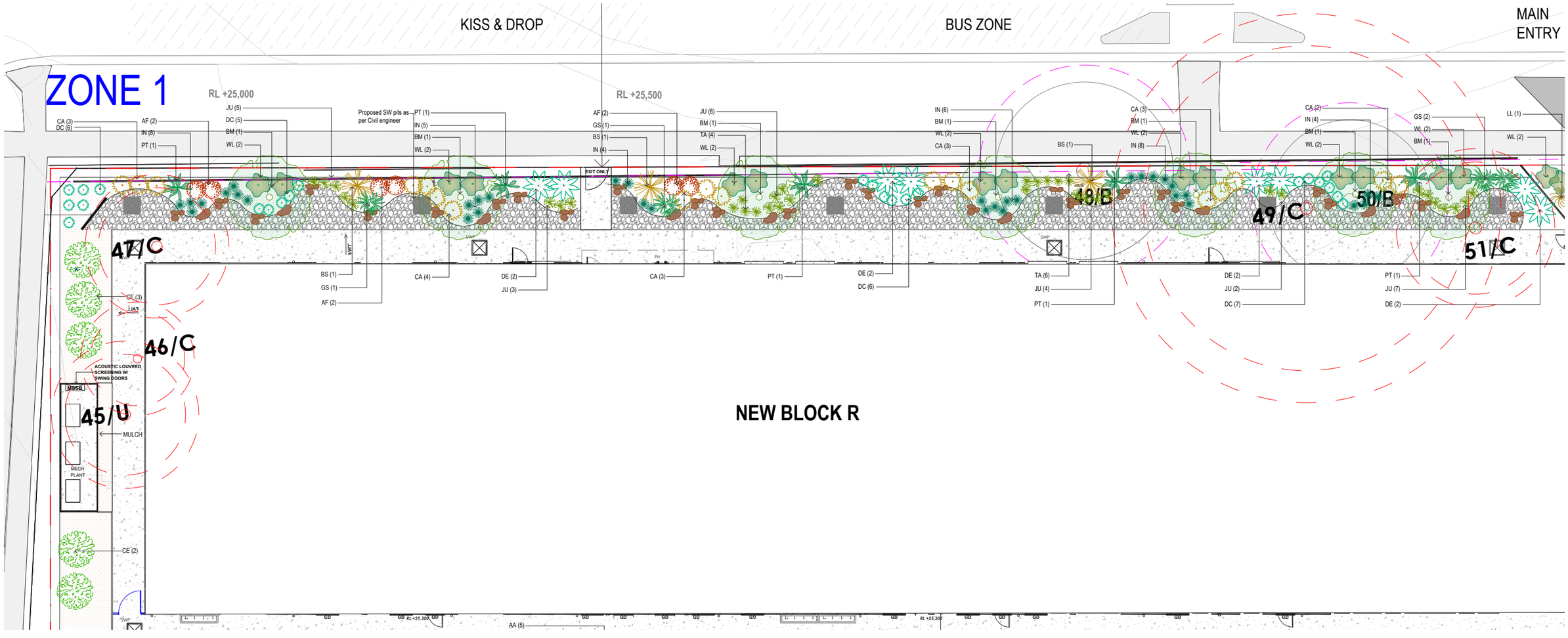
Welcome signage in Dual Languages

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

4.1

The front setback on Albert St East proposes pebbles and grasses and low water use native planting curved to create the feeling of a flowing waterway as you walk towards the main entrance on the right of the page.




BACKHOUSIA MYRTIFOLIA


BANKSIA SPINULOSA

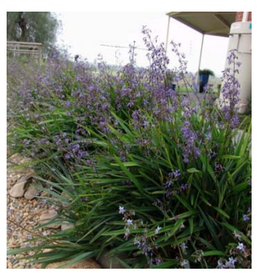

CALLISTEMON CITRINUS 'ENDEAVOUR'


DORYANTHES EXCELSA


PHORMIUM TENAX


ACACIA COGNATA 'FETTUCCINI'


CAREX APPRESSA

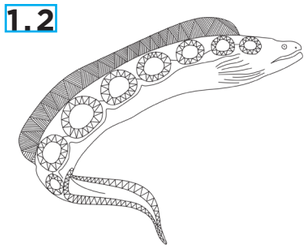

DIANELLA CAERULEA 'LITTLE JESS'


GAHNIA SIEBERIANA

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

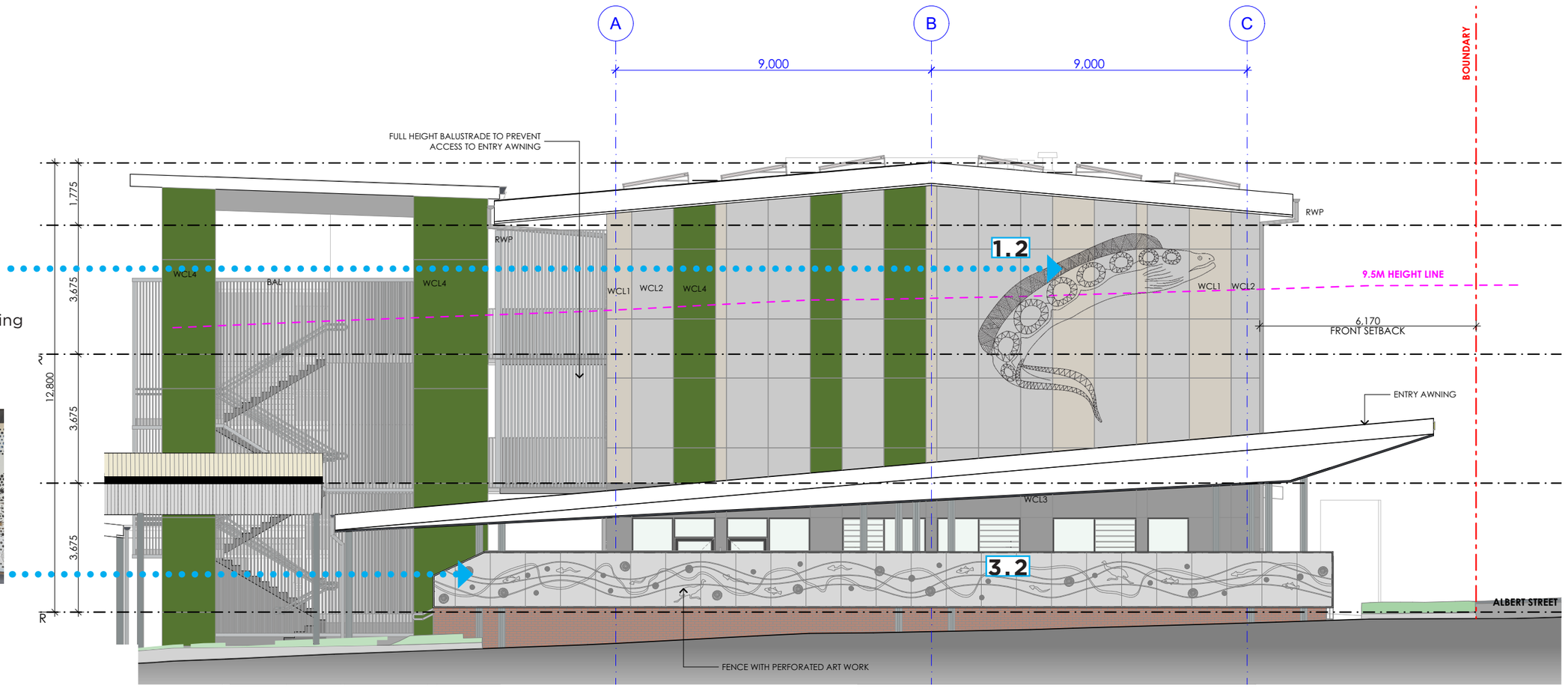
1.2



Etching of an eel on the building

3.2

Perforated balustrade panels, dreaming story of the eels, rivers & waterways

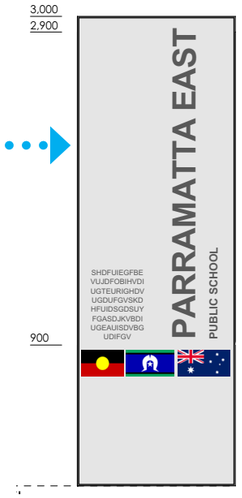


3.3

Welcome signage in Dual Languages on main entrance entry awning

Acknowledgement of country entry signage text

Parramatta East Public School acknowledges the Darug people as the Traditional Custodians of the Land where we gather to learn. We pay respect to Aboriginal Elders past, present and emerging. We acknowledge the deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander people to this country and commit ourselves to the ongoing journey of reconciliation.

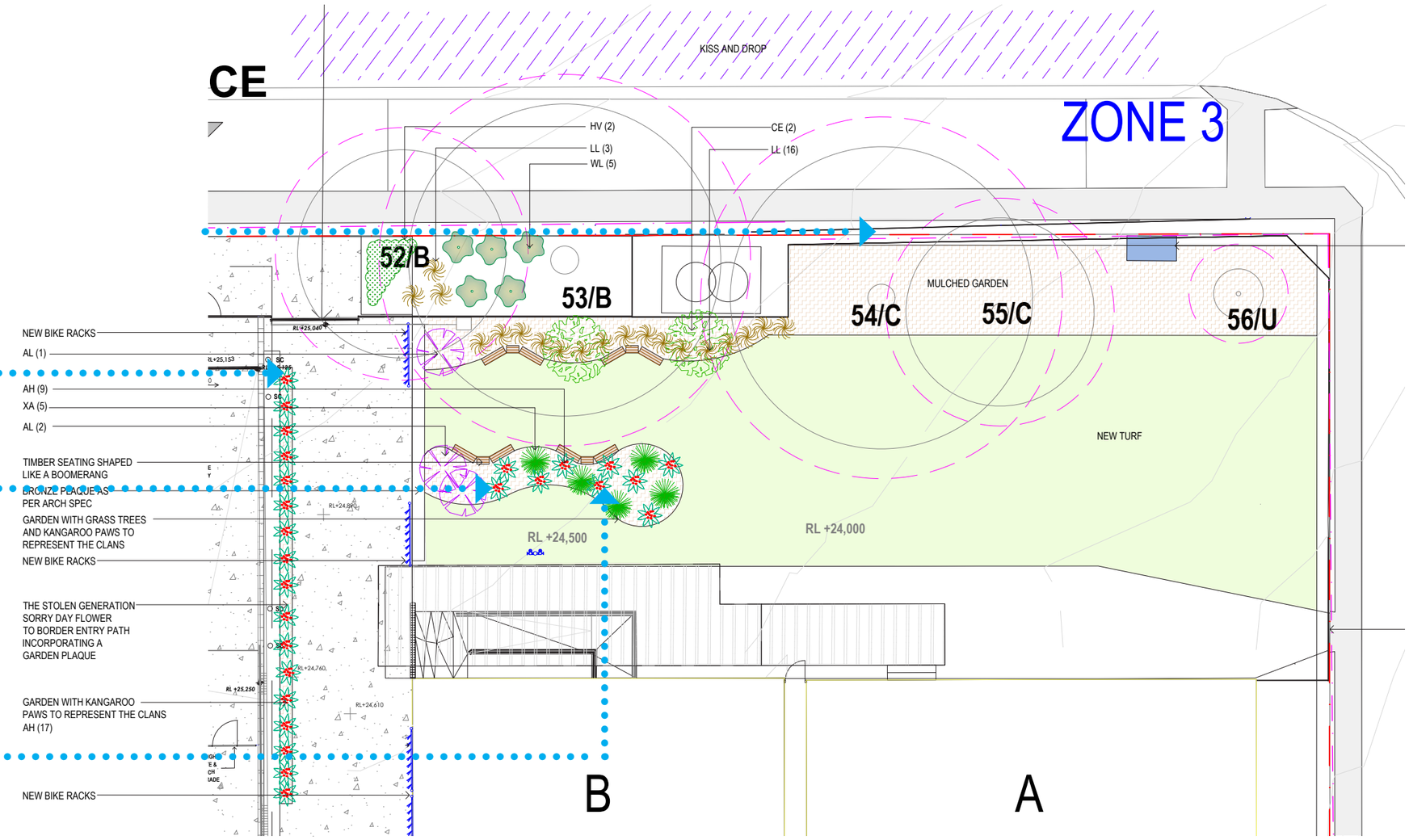


8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

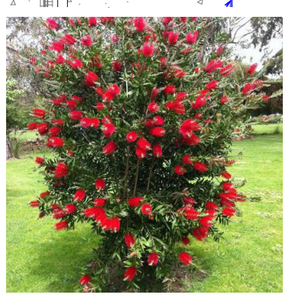
1.1
Native Hibiscus to line the entry path & cast bronze plaque with raised lettering

1.3
Yarning circle / quite space with splayed seating



2.1

Representation of clans with Grass plants & Kangaroo Paws



CALLISTEMON CITRINUS 'ENDEAVOUR'

HARDENBERGIA VIOLACEA

LOMANDRA LONGIFOLIA

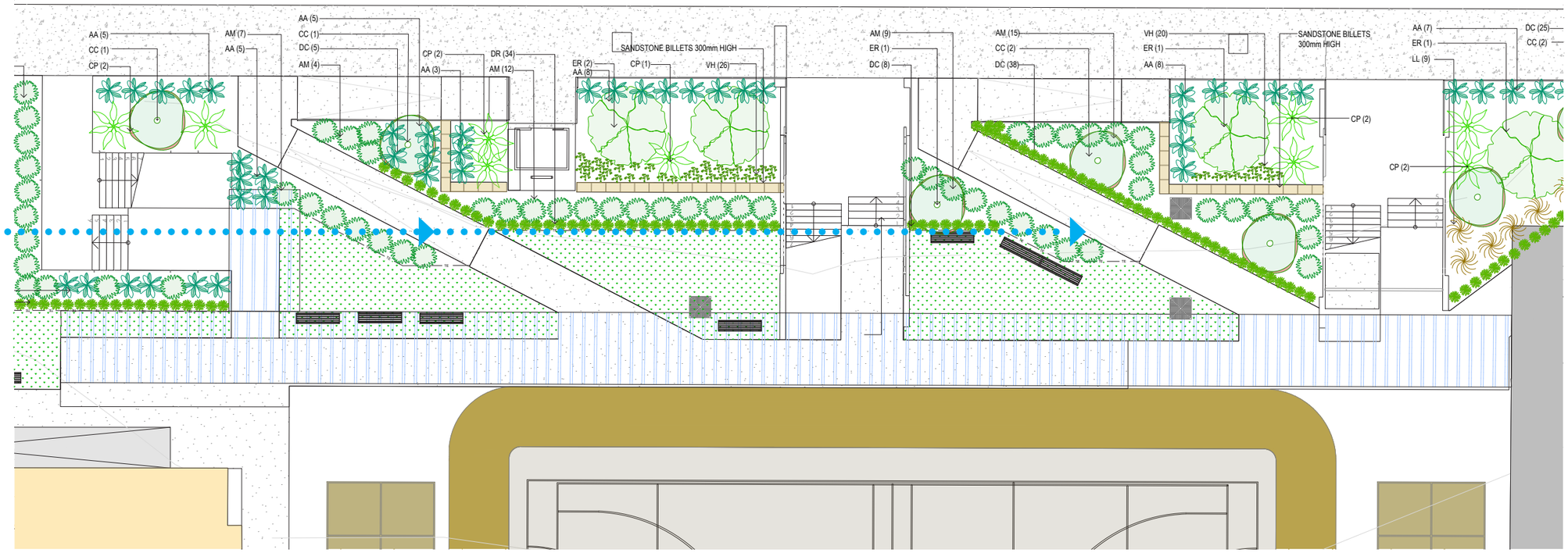
WESTRINGIA FRUTICOSA 'LOW HORIZON'

8. LANDSCAPE STRATEGY

8.3 DESIGNING WITH COUNTRY

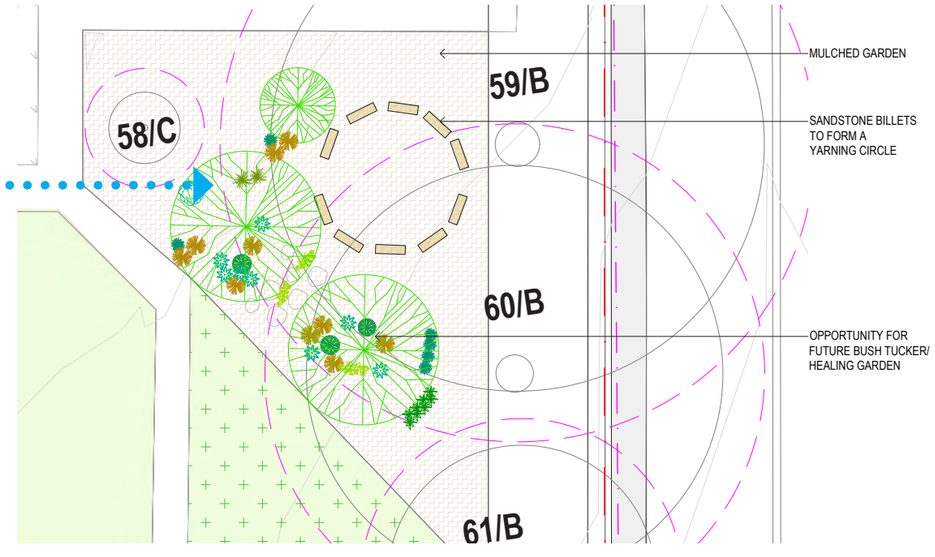
2.2

Native animal foot prints on paths leading into new block R



2.3

Healing Garden and bush tucker garden within mulched garden, and sandstone billets to form yarning circle.



CONCEPT IMAGES

YARNING CIRCLE

HEALING GARDEN - EDIBLE PLANTS

8. LANDSCAPE STRATEGY

8.4 TREE COVER

Canopy coverage is based on existing trees, and excludes those to be removed.

Total canopy area = 740m² of existing trees to be retained.

Refer to appendix E of Arborist report prepared by Civica.

Proposed trees are of low to medium height with no canopy coverage except for one tree located near the waste pad, Queensland Brush Box.

Figure 2. Site map showing subject trees. Tree attributes are to be obtained from Appendix E – Tree Assessment Data. (ArborSite, May 2022).

09_DESIGN VERIFICATION

Parramatta East Public School, 30-32 Brabyn St, Parramatta NSW

Design process undertaken:

Master Planning – Phase 1

•Explore the potential upgrade of the existing Parramatta East Public School from a core 21 School catering for 498 students up to a core 28 School for 667 Students in order to accommodate the projected population growth within the Parramatta East catchment of 4,505 students in 2031 and 4,900 students in 2036 with a short fall of 2,259 places.
•The existing class room typology is dominated by 21 temporary demountable buildings.
A Functional Design Brief (FDB) and Educational Rational were developed and endorsed by DoE and the school.
•JDH Architects and various consultant engineers developed multiple options which addressed the short falls in the schools EFSG requirements to achieve a core 28 primary school with 30 classrooms.
DoE reviewed the progress of design at various stages of the master planning program.
•The final Master Plan Report presented 3 options ranging from low intervention approach maintaining existing asets and higher intervention options removing more existing buildings, these were reviewed by Expert Review Group (ERG) of DoE, and was presented to the State Design Review Panel (SDRP).
•DoE endorsed one preferred option.

Concept Design – Phase 2

•JDH Architects and various consultant engineers continued to develop the endorsed Master Plan Option. This phase looked further into the EFSG requirements and functional relationships of the proposed schedule of accommodation.
•The final Concept Design Report was presented for stakeholder approval.

Schematic Design

•The endorsed Concept Design was further developed in conjunction with the consultant engineers to show a high level strategy on how the proposed buildings will be built.
•More information was developed, and integrated to test the feasibility of the design which included, toilet numbers, construction methods such as CLT vs traditional methods.
•The project is being developed post DA lodgement to 100% schematic design for the purposes of a competitive design and construct tender.

Key design considerations:

•Walking on Country (a meeting with Darug Elders to discuss indigenous communities history and ongoing connection to the area) and to listen to suggestions and bring forth dominant themes which emerged from the feedback,
•Educational Facilities Standards and Guidelines (EFSG) DoE,
•School identity from the street and clear main entry point,
•Maintaining operation of the school safely through siting & staging,
•Asset Management Unit (AMU) DoE existing works and upgrades,
•Upgrades to the public domain to support safer access to site and acknowledgment of future council plans for cycle path upgrades along Albert St East,
•Maintaining a minimum 10m2 of outdoor space per student across the site,
•Maintaining as much existing buildings as possible except for the 19 demountable classrooms,
•Educational Rational (DoE engage the school to focus on desirable outcome in the design to compliment the schools pedagogical approach and broader community engagement objectives)

1.Context, Built form and landscape

The existing site is located in the suburb of North Parramatta, on the lands of the Darug people, north to the Parramatta River, north-west to the Parramatta CBD and west to A40 highway. The site is approximately 1.7 hectares, the surrounding area is a mix of Residential (R2, R3, R4), Mixed Use (B4), Recreational (RE1), Institutional (SP2) and General Industrial (IN1). The Site is close to a lot of schools and Hospital as Parramatta is the upcoming River City in the three-city plan by the Greater Sydney Commission, with major development and boost to its Education and Health precinct.
The site is located approximately 2.1km north-west of the Parramatta train station or 2.3km west to the upcoming Light Rail connecting to Westmead in the south-west and going to east and Carlingford in North. The site is 3.5km East to the Westmead Hospital, and 1.4km away from the Parramatta River and wharf.
The school is open on three sides to Brabyn Street, Albert Street East, and Gaggin Street. It is enclosed on the southern Boundary with residential lots. The site is currently accessible from all three streets, with Albert Street East being the primary pick and drop, and Brabyn Street used for Staff parking access, and only temporary pedestrian entry access from Gaggin Street.

The site is located 2.2km from the Parramatta CBD, and 19.0km from Sydney CBD. The nearest major transport node is Parramatta Station, 2.1km to the southwest while the upcoming light rail stop would be 1.34km away while the existing Parramatta wharf is 1.41km. The site is in close proximity to a number of bus stops on Isabella Street in the North (200m), Victoria Road in the South (300m) and Pennant Street in the East (300m).
The character of the area is defined by the upcoming developments happening in and around the Parramatta CBD and the Riverfront. The site is surrounded by residential, with pockets of institutional, recreational, and general industrial. The residential around the site is low or medium density - single or double storey, with little terrace and multi dwelling housing around.
Towards Parramatta and local centres in the south, the character shifts to accommodate more mixed-use development, and medium density dwellings with multi storey dwellings. There are several pocket parks and more significant sports grounds within proximity to the site. The nearest schools and education institutes are Parramatta North
Public School, Macarthur Girls High School, Arthur Phillip High School, and Parramatta Public School, all within 2km of the site.

Parramatta East Public School is located within the Parramatta City Council, in the inner-western suburbs of Sydney, about 25.5 kilometres west from the Sydney GPO. The City of Parramatta is bounded by the Hills LGA to the north, Hornsby LGA to northeast, the Ryde LGA to the east, Blacktown LGA to the northwest, Holroyd LGA to the south west, Fairfield and Bankstown LGA to the south and Auburn LGA to the south - east.
Parramatta East PS is in the Western region of Sydney. Like many regions across NSW is experiencing significant population growth. The regional demographics are shifting due to an influx of high-rise apartment blocks that provide affordable housing options for a multicultural community. Rapid growth in student intakes is expected to continue across all stages
There are 235,000 people estimated living Parramatta City Council as of 2016 (2016 Australian Bureau of Statistics Quick Stats Record). The council's Local Strategic Planning Statement (LSPS) identifies growth of around 45% projected to 2036. This is an increase of 198,000 people.

The built form of Parramatta East Public School is a mix of late single storey double brick and weatherboard detached buildings, which are elevated with sub-floor spaces. Buildings that have been adapted over time to increase floor area by enclosing verandahs. The most recent builds included the extension to block A & the Hall constructed as part of the BER which connected to a large covered outdoor learning area (COLA).

The school's landscaping is designed to create a welcoming and inclusive environment for students, staff, and visitors. The grounds feature a mix of open spaces, gardens, and trees that provide shade and create a sense of tranquillity. The school also recognizes the importance of preserving and acknowledging the local Aboriginal cultural heritage, with installations paying homage to the local Indigenous community, they also have their own RAP.

In order to meet the growth demands and removal of temporary teaching spaces a new 3 storey learning block is proposed along Albert St East, whilst this is not the school address it is the main frontage where the bus stop and kiss and drop will be located, it will also be on the future cycle path found on council's website. The buildings location was driven by the generous existing set back and need to upgrade dilapidating buildings mainly in the form of single skin external walls with weatherboard & fibre cement sheeting. Buildings being retained are double brick and structurally sound.

The building is 75m in length and faces north, the entry off Albert St East is relative on level grade as the site falls from north to south. The southern side of the block features 3 sets of vertical circulation stairs which also mitigates the level change from the ground floor to the natural ground as the land falls away to the south.

The main entrance is located on the east between the existing block B, a cantilevered entry awning sits proud of the building line to define the entry point, along with a splayed fence line set in from the boundary which provides opportunity for native planting as you enter the site.
Signage opportunities are provided on the eastern elevation to identify one of the totems of the Burramattagal People.

The main entry feeds into the existing large COLA and provide a space to congregate before school pick up & after drop off times.

To assist with reducing the heat island effect to the existing bitumen play ground, light coloured acrylic paint will be applied to create new coloured line markings and court colours.

Landscaping to the front setback will consist of low density natives and a rock garden to reduce the need for watering, the southern edge of the building will contain natives that tolerate shady conditions. It will also serve as a passive play space with seating which will be shaded during the hot summer months.

Contemporary design and spatial organization of the learning spaces were provided by the department of educations education facilities guidelines, and are designed to provide 4 flexible teaching spaces connected through a learning commons.

2. Sustainable, efficient & durable

The proposed facilities have been designed to maximise the use of natural light and ventilation whilst balancing learning wall locations. Reducing energy consumption and reduce the school's carbon footprint through a central AC system which indicates on a panel whether the class room requires conditioned air or natural ventilation.

Each new learning space has natural ventilation provided by external fixed and louvre windows totalling 4.8m in length by 2m high. The central learning commons has external glazed doors and windows totalling 4.8m in length by 2.7m high, Indirect light is further provided to the central learning commons via glazed internal sliding doors of the general learning spaces.
Louvres, sliding doors & swing doors with hold open devices on either end of the building provide opportunity for natural ventilation & fresh air circulation. External louvres as part of the mechanical ventilation system draw in additional fresh air, reducing the need for conditioning.

The roof contains a 70kw solar panel system supplying the new build, reducing the school's reliance on grid electricity and lowers its carbon footprint. In addition the roof colour will be white to reduce the heat island effect.

The materials and finishes used in the new facilities have been chosen for their durability and low environmental impact. EPDs such as James Hardie pre-finished Exotec have been chosen for the external façade rain screen and provide points under the Green Star score card.

A below ground a 20 cubic metre rain water tank will harvest rain off the new roof and be connected to the irrigation and garden tap system, to water the extension existing turf & soft soil areas.

3. Accessible & inclusive

One of the key benefits of the redesign is accessibility. The campus is designed to cater to the needs of students, teachers, and visitors who may have mobility issues, including wheelchair users. All buildings on the campus are fully accessible, with ramps. A lift is available in the new Block R and access to the new block from the playground is provided via 1 in 20 walkways.

Public domain activity such as the new kiss and drop on Albert St East adjacent to the main entrance will provide DDA access along with foot path widening on 3 of the 4 surrounding roads including Gaggin St, Brabyn St & as mentioned Albert St East.

Landscape provides active play opportunities within the revamped play courts and passive play opportunities to the south of the new block with the introduction of seating and artificial turf areas which will be shaded by the building for the majority of the year.

4. Health & safety

Parramatta East Public School has been designed with a focus on optimizing health, safety, and security for its students, staff, and visitors. The buildings and grounds have been designed to provide a welcoming and accessible environment while ensuring that safety and security are not compromised. This is achieved via the main entrance by splaying in the perimeter security fence line which helps delineate the entry and contains two points of entry, one large sliding gate which is kept open during pick up & drop off times and a second swing gate with CCTV and remote intercom access for visitors entering the site out of pick up and drop off times. Once a visitor enters from this secure entry a second line of secure fencing stops them entering any other part of the school grounds except the public foyer to enter reception.

Emergency vehicle access to the external playground will be maintained off Gaggin St, a new waste area has also been established in this area for garbage trucks to safely enter and exit the site in a forward direction.

Internal security fencing have been established to restrict student access within the side setbacks of buildings, around the new car park and waste area.

CCTV will be located around the perimeter and to all external entry points, all landscaping adjacent to fencing will be low height below the fence height and not climbable.

Foot path widening is proposed on Albert St east where the new kiss & drop will be located, providing an accessible path of entry to the main entrance. Foot paths are also widened along Brabyn St and Gaggin St where there is an existing kiss & drop. Pedestrian islands are proposed in the corners of Mason and Brabyn St & Mason and Gaggin St due to data showing pedestrian traffic coming from the south.

Fall prevention has been provided to anything 300mm or higher, external elevated walkways to access the general learning areas have a 1.3m high crowd loaded balustrade that is not climbable. External circulation stairs to the new block have vertical battens full height to stop any climbing over hand rails.

High temperatures experienced in Parramatta in summer and autumn months was raised by the school mainly due to the dominant black bitumen play space. This will be mitigated by painting light coloured court colour and line markings, the south of the new build will also contain seating to take advantage of the shading provided by the 3 storey mass.

5. Amenity

The location of the building and the landscape consider the needs of the surrounding neighbours. The school is in a residential area, and JDH Architects has taken care to ensure that the building and its activities do not disturb the neighbours. For example, the proposed building and spaces have been designed to minimize noise and light pollution through locating these away from the existing residential neighbours. The majority of the AC plant is located within level 2 with upward discharge, the ground floor units are acoustically screened. The location of the new building does not overshadow any principal private open spaces of neighbouring lots, it will provide additional shade during the summer months to the southern play space on-site. External materials, colour and textural selections complement the existing colour palettes on-site with the use of creams and shades of grey, the introduction of a dark green links to the parramatta river.

The 6m front setback is predominately soft soil, made up of robust natural materials and planting which will require minimal maintenance & irrigation resulting in a well kept street image.

Additional trees will be planted adjacent to the waste area to replace those that have been removed.

The new car park utilises the existing car park entry and will provide additional off street parking.

Additional trees will be planted within the public domain where foot paths are proposed to be widened to allow for larger pedestrian traffic.

The indoor spaces at Parramatta East Public School have also been designed to be functional and efficient. Each classroom is equipped with with teacher and student storage including moveable storage units and whiteboards and internal bag storage, in addition the learning commons and seminar space have various flexible furniture options and additional mobile storage & whiteboards. Whilst the teaching spaces are flexible and connect they can also be closed down and maintain an acceptable level of acoustic separation. Visual separation between the glazed sliding doors separating teaching spaces will contain white laminated film, this provides visual separation between the learning spaces when closed and provides an opportunity for additional writing space for the teachers in addition to the whiteboards on the main learning wall.

Student toilets have been provided on all levels of the 3 storey building to reduce travel distances during class times.

6. Whole of life, flexible & adaptive

Parramatta East Public School has considered whole of life in the design and activity of its buildings and grounds to consider current and future needs. The hub layouts of the general learning spaces and the 7.5m x 9m clear grids used provide a flexible grid that can be adapted to changes in pedagogies as they evolve over time. Allowing light weight internal non-load bearing walls to be removed and re-planned.

The school's buildings are designed to maximize energy efficiency through the use of passive heating and cooling systems, energy-efficient lighting, and insulation. The building's orientation also takes advantage of natural light with the northern aspect.

The school also features a rainwater harvesting system that collects and stores rainwater, which is then used for irrigation. Combined with drought tolerant planting selections this reduces the school's reliance on municipal water supplies and helps to conserve water resources.

Further the new block will feature a 70kw solar system with capacity to expand in the future to meet the net zero carbon emissions by 2030 as per the sustainability SEPP.

With the prospect of future population increases in the area the master planning phase included the review of future expansion of the school population to 1000 translating to another multi storey classroom block also containing a larger canteen co-located with the existing hall.

The location of the main entry axis off Albert St East connects the spine of the school and leads to the existing large COLA & Hall that is used for out of hours school & community events.

7. Aesthetics

One of the main drivers during master planning was to create an identity from the streetscape that is currently lacking. This has been developed through the use of native drought tolerant planting and rock & pebble beds within the front 6m setback, providing a landscaped buffer between the public domain and the new building. This landscaping leads your eye to the main entry, defined with a stepped boundary fence line into the site with a cantilevered awning framing the entry and provides a focal point with opportunities for connecting with country. The awning will have dual language signage in Dharug language with the word "welcome".

The main entry width is approximately 11m providing ample space between the existing block B and new building. On arrival an opportunity for informal catch up is provided to the east with seating for parents & carers to take their children aside for quite time.

The new 3 storey building is clad in a pre-finished fibre cement cladding, colour palletes on the ground floor are of darker grey for robustness and to provide a horizontal visual break to the upper floors, whilst the light grey, cream and green coloured panels are patterned in 300mm and 1200mm wide panels. The variation of panel sizes creates a patterned rhythm in the façade. PEPS is located to the north of the Parramatta River and is located on the traditional land of the Darug people. The proposed colour palette takes inspiration from the parramatta river and the existing colour palette found on site, which consists of dark green, cream, terracotta brick and light roof colours.

A white roof colour speaks to the existing whilst also reducing the heat island effect contributing to green star points. Grey gutters and down pipes tie in the base grey cladding panels.

The cladding proportions are inspired by the golden ratio 1.61, 1,200w x 2,000H (rounded up) modules are proposed for the windows & main cladding panels, the proportions reference nature and break up the horizontal mass of the north elevation.

The service stair to the north is setback from the main building line by 1m and clad in a lighter colour to break up the mass of the northern façade into two elements, this also creates an opportunity for school signage and identity.

A strong presence of connection with country at the entry was a key outcome from the walk with country conducted by Yarrawalk, one mitigation measure was to have the burramatagal peoples totem of the eel, the east & west façades provide opportunity for totems to be etched into the cladding panels.

Landscaping to the south of block R will contain areas for passive play and timber seating , with sand stone blocks and native tall grasses to soften the battered land leading up to the building and creates a natural frame around the kinked concrete walkways leading up to the building.

Face brick work used on low retaining walls will match the existing face brick of the existing single storey blocks being retained on site.