



Ulladulla Public School Upgrade

Architectural Design Report for Review of Environmental Factors

For NSW Department of Education

Document Quality Control

Project: Ulladulla Public School Upgrade
Client: NSW Department of Education
Project No: 7068UP01

This document has been prepared by:

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NOTES:

Quality Assurance

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Revision History

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CURRENT ISSUE: D
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Fulton Trotter Architects acknowledge the people as the traditional custodians of the land upon which **Ulladulla Public School** stands. We recognise their continuing connection to land, waters and culture and pay our respects to their Elders past, present and emerging.

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1 Introduction

1.1 OUTLINE

This Architectural Design Report has been prepared to support a Review of Environmental Factors (REF) for the NSW Department of Education (DoE) for the Ulladulla Public School upgrade (the activity).

The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as “development permitted without consent” on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37 of the T&I SEPP.

This document has been prepared in accordance with the *Guidelines for Division 5.1 assessments* (the Guidelines) by the Department of Planning, Housing and Infrastructure (DPHI) as well as the *Addendum Division 5.1 guidelines for schools*. The purpose of this report is to:

- Provide an overview of the proposed design strategy
- Outline a response to State Environmental Planning Policy (Transport and Infrastructure) 2021, Schedule 8 Design Quality Principles in Schools (Chapter 3)
- Consider visual impact
- Note approach to Connecting with Country
- Complement architectural drawings as part of the submission

Project Name:	Ulladulla Public School upgrade
Proponent:	The NSW Department of Education (DoE) is the proponent and determining authority pursuant to Section 5.1 of the Environmental Planning and Assessment Act 1979 (EP&A Act).
Landowner:	The Minister for Education and Early Learning is the landowner.

1.2 PROPOSED ACTIVITY DESCRIPTION

The proposed activity relates to upgrades to Ulladulla Public School. Specifically, the proposed activity comprises the following:

- Construction of a new two-storey home base building over existing car park.
- Alterations to existing car park under new building.
- Construction of new stairs and covered walkways.
- Installation of new fencing.
- External landscape works.
- Installation of solar panels.
- Installation of new pedestrian gate and fire brigade booster.
- Tree removal.

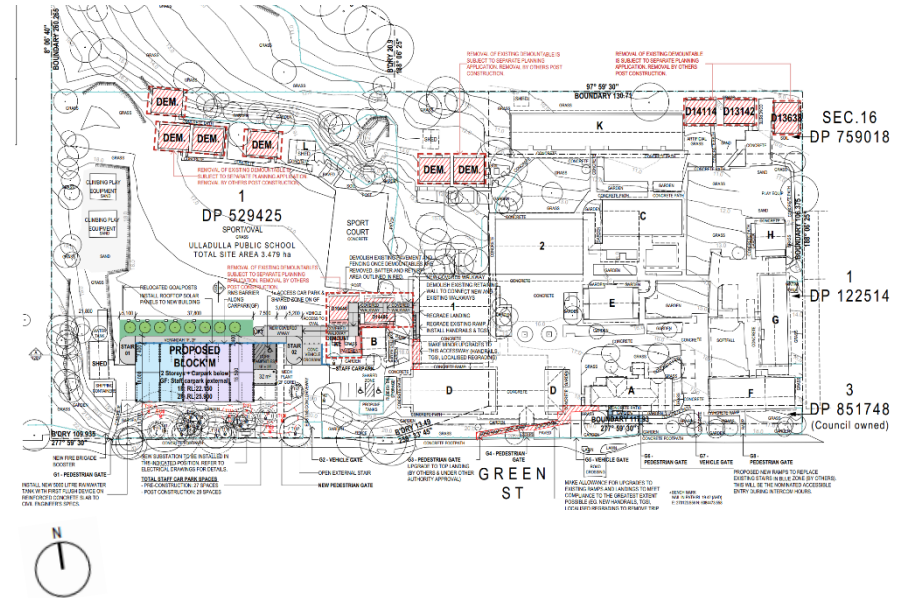
Any works relating to the existing demountables or works associated with substations will be undertaken via a separate planning pathway. Figure 2 provides an extract of the proposed site plan.

Figure 1 Perspective of building from sports oval



Source: Fulton Trotter, 2025

Figure 2 Site Plan



Source: Fulton Trotter, 2025

1.3 DESIGN STATEMENT

1.3.1 Design Process Undertaken

- Master Plan Validation
 - o Fulton Trotter Architects were engaged by the NSW Department of Education and School Infrastructure NSW (SINSW) to design the redevelopment of Ulladulla Public School.
 - o This process includes identifying key issues identified in the Masterplan Feasibility Report by NBRS and the due diligence reports prepared by various consultants and initial site inspection findings.
 - o The preferred architectural masterplan option was presented to the school and SINSW and was endorsed.
- Concept Design
 - o Fulton Trotter Architects and the design team continued to develop the endorsed planning option. This phase looked further into the EFSG requirements and functional relationships of the proposed schedule of accommodation.
 - o The final Concept Design Report was presented to the school and SINSW and was endorsed.
- Schematic Design
 - o The endorsed Concept Design has been further developed in conjunction with the design team to show a high-level strategy on how the project will be built
 - o The final Schematic Design was presented to SINSW for the purpose of approving the design to date and preparing documents for a tender package.

1.3.2 Key Design Considerations

- State Environmental Planning Policy (Transport and Infrastructure) 2021 'Design Quality Principles' and 'Design Guide'.
- SINSW Pattern Book and Educational Facilities Standards and Guidelines (EFSG) SINSW
- Asset Management Unit (AMU) SINSW existing works and upgrades
- Maintaining a minimum 10m² of outdoor space per student across the site
- Educational Rational (SINSW engaged the school to focus on a desirable outcome in the design to compliment the schools pedagogical approach and broader community engagement objectives)
- Consideration of internal Indigenous artwork opportunities in keeping with current school initiatives to further strengthen Connection to Country.
- Connection to the existing school facilities
- Maintaining existing buildings noting allowance for the removal of demountable classrooms at the end of the construction project.

2 Site Context / Description

2.1 SITE DESCRIPTION

Ulladulla Public School is located at 241 Green Street, Ulladulla NSW 2539. The site is located within the Shoalhaven Local Government Area (LGA) and has an approximate area of 3.5 hectares. An aerial photograph of the site is provided at Figure 3. The site is comprised of three lots, legally referred to as follows:

- Lot 1 in Deposited Plan 122514
- Lot 1 in Deposited Plan 529425
- Lot 1 in Section 16 in Deposited Plan 759018

The site is zoned SP2 Educational Establishment and existing development comprises various buildings, a car park, landscaping, a sports field and sports courts associated with Ulladulla Public School. Ulladulla Public School currently comprises 22 Permanent Teaching Spaces (PTS) and 11 Demountable Teaching Spaces (DTS). The western portion of the site contains playing fields, sports courts and parking. Vegetation is interspersed throughout the site.

The site is irregularly shaped with a long frontage to Green Street to the south. Land to the north of the site is zoned RE1 which consists of natural bushland. Low density residential dwellings adjoin the site along the western boundary.

Figure 3 Aerial Photograph of the Site

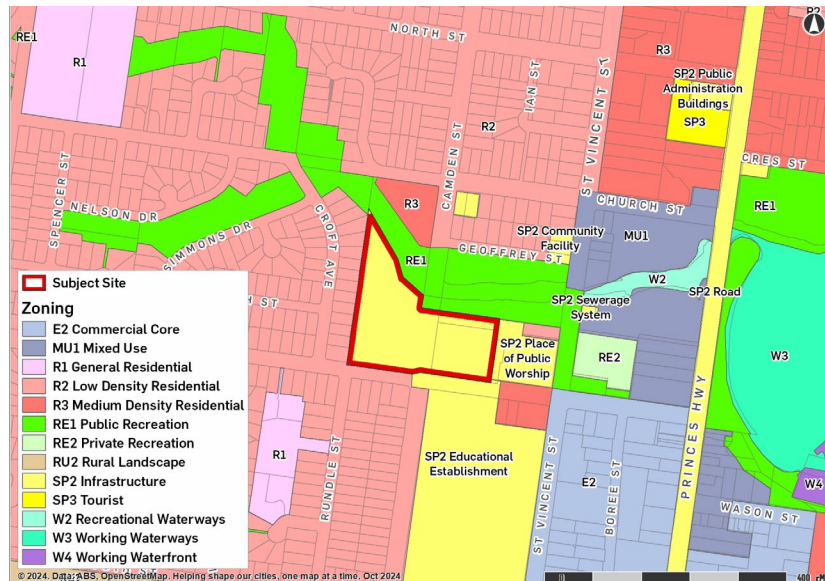


Source: Urbis, January 2024

2.2 ZONING MAP

The subject site is zoned SP2 Infrastructure (Educational Establishment). It is surrounded predominately by R2 Low Density Residential zoning to the west and southwest, RE1 Public Recreation zoning to the north, SP2 Place of Public Worship to the east and SP2 Educational Establishment to the southeast.

Figure 4 Zoning Map



Source: Urbis, 2025

2.3 RELEVANT PLANNING FRAMEWORK

Land Zoning	SP2 Educational Establishment in accordance with Shoalhaven Local Environmental Plan 2014 (the SLEP2014)
Easements / Site Servicing	“Proposed” easement to drain water over Lot 1 DP529425, currently inactive.
Floor Space Ratio	No FSR applicable to the site.
Height	No maximum building height applicable.
Environmental Constraints	Development site is outside the heritage curtilage and mapped area of Bushfire Prone Land (BFPL). There is a bushfire hazard within 140m of the proposed development. The site is flood affected and partly located in the flood planning area. Overland flow paths form within the site in the 1% AEP event. Depths in the region of the proposed activity area are typically below 100mm. In the PMF event, depths reach 350mm to the northwest of the existing car park area.

Figure 5a: 1% AEP flood depths and levels at the Ulladulla Public School under existing conditions. Approx extent of proposed building in red.

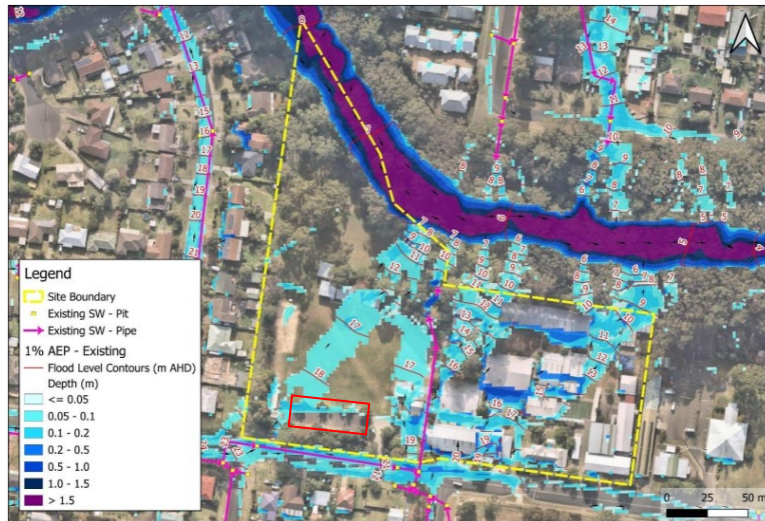
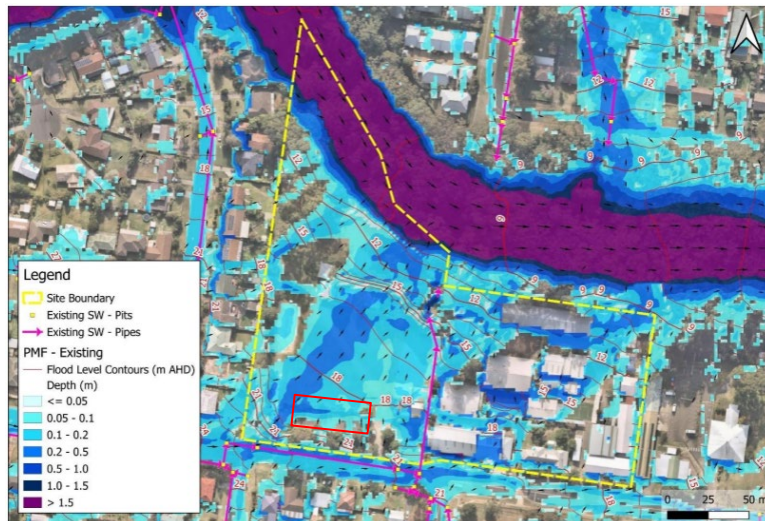


Figure 5b: PMF depths and levels at the Ulladulla High School under existing conditions. Approx extent of proposed building in red



Source: Urbis, 2025

Figure 5c: Bush Fire Prone Land (BFPL). Site boundary in red. Approx extent of proposed building in green.



Source: EcoLogical and RFS, 2024

2.4 OPPORTUNITIES AND CONSTRAINTS

Key site issues identified during a site visit undertaken by Fulton Trotter Architects are tabled below.

Opportunities

- Proposed site has a good northern aspect (climatic)
- Compliant access connections are possible from adjacent learning spaces.
- Building over the car park maintains the car park and maximises existing open play space.
- Existing vegetation to boundary provides visual screening.

Constraints

- Existing overland flow path / flood affected areas of site
- Existing areas with asbestos contamination
- Existing vegetation and steep embankment to Green Street
- Existing sports field / play space.
- Bushfire Prone Land (BPL) mapping
- Heritage curtilage over part of the site

Figure 6 View from sports field towards existing car park / proposed activity area



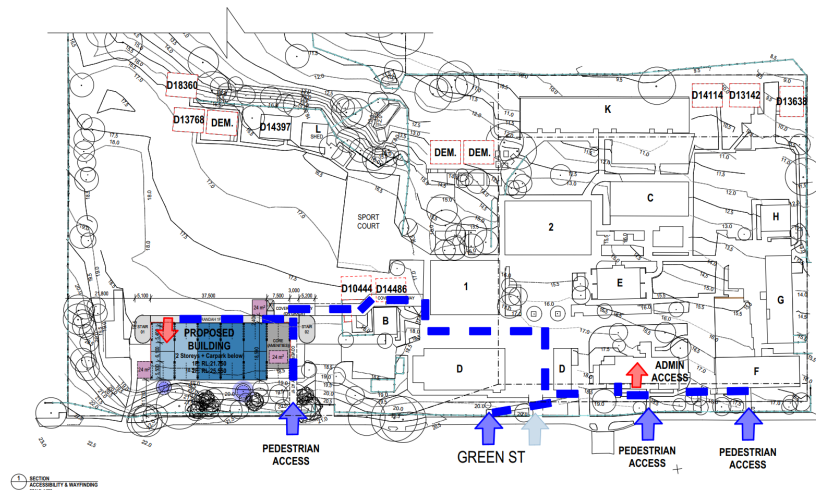
Source: Fulton Trotter Architects, 2024

3 Design Statement

3.1 URBAN BUILT FORM

- The new building is positioned on the southern boundary of the existing school campus
- The new building is opposite a low-density residential area; but buffered from neighbours by Green Street and existing boundary vegetation.
- The new building is orientated to the north to capture daylight and breeze. It overlooks the adjacent sports field.
- Views from the new building to the south are predominately into the tree canopy.
- Student circulation will be on the northern side of the new building to enable connections to existing circulation paths.
- The school has a principal access point from Green Street, which will provide DDA access to the new building within the existing path network. There is another existing pedestrian access point adjacent to the new building.
- New landscaping aims to improve amenity, create attractive external spaces and support outdoor learning.
- The materiality has considered the existing context.
- The pattern book design template for the building planning has considered future adaptability of these learning spaces.

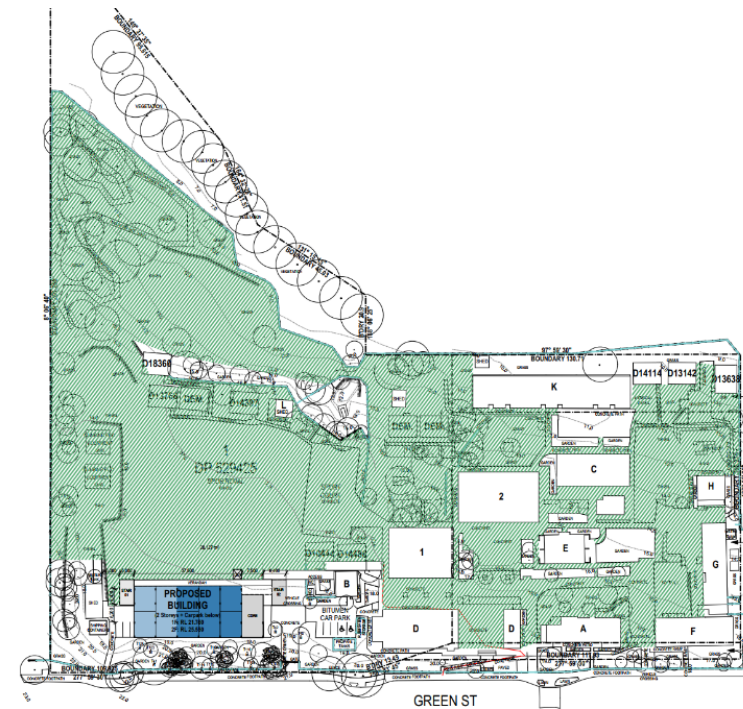
Figure 7a Accessibility and wayfinding (principal entry) DDA (Indicative Plan)



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Figure 7b Open Space (Indicative Plan)



PROPOSED PLAYSPACE CALC
SCALE: 1:1000

PROPOSED PLAYSPACE AREA CALCULATIONS

PROPOSED OUTDOOR PLAYSPACE AREA

ZONE	AREA	STUDENTS/SQM
PROPOSED OUTDOOR PLAYSPACE AREA	20,127m ²	28.63m ² /STUDENT*

*STUDENT/SQM CALCULATION IS BASED ON A EXISTING STUDENT POPULATION OF 703



Source: Fulton Trotter Architects, 2024

Architectural Design Report for Review of Environmental Factors

Ulladulla Public School

3.2 OPTIONS CONSIDERED

Two architectural masterplan options were developed (Option 1 and 2) for review.

Locating the proposed building over the existing carpark was considered the most appropriate option (Option 2).

Option 1 in which the building is located on the south side of the sports oval north of the carpark (as per the masterplan feasibility report) was considered less desirable as it significantly reduced the area of the open play space and was situated within the overland stormwater flow path.

Figure 8a - Option 1 – New Building on Sports Oval (Indicative Plan)

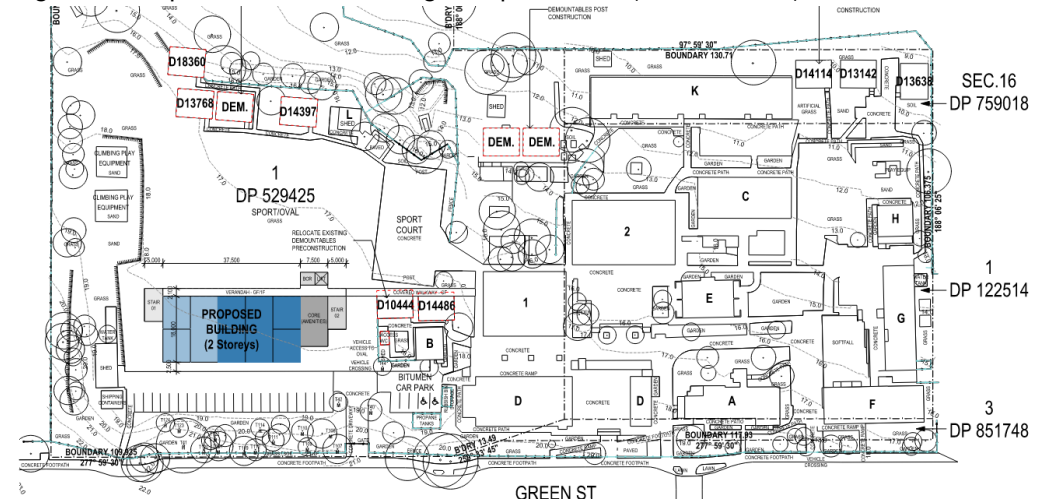
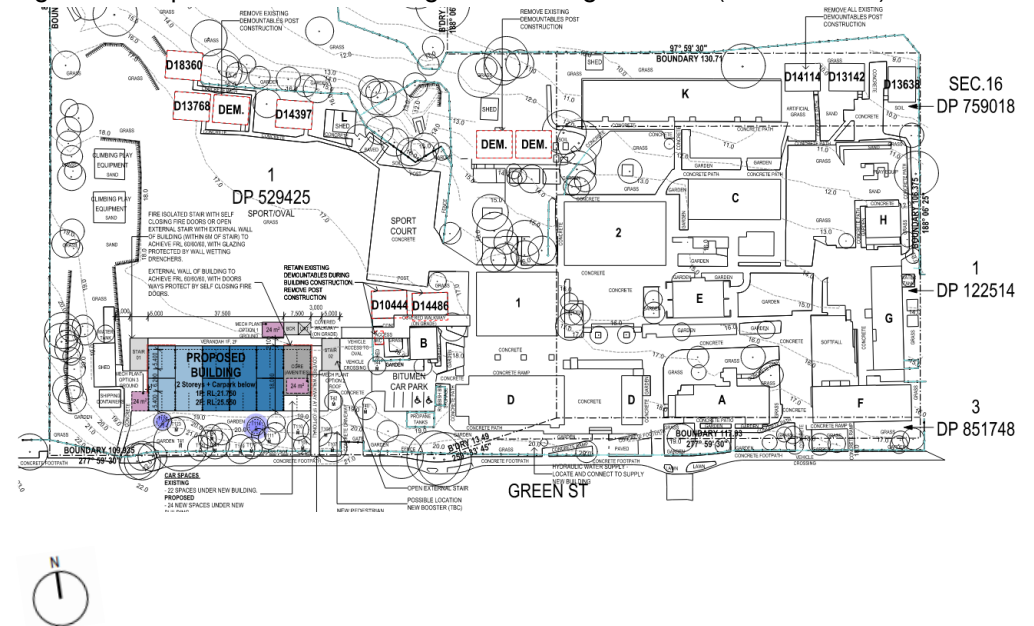


Figure 8b - Option 2 – New Building over existing Car Park (Indicative Plan)



Source: Fulton Trotter Architects: Master Plan Validation Report 2024

4 Architectural Response

4.1 DESIGN RESPONSE

The architecture of the proposed building is based on the SINSW Pattern Book. The façade design is based on a standard modular system which presents both internally to the school and to the surrounding context. The modular system contains typical components such as cladding, windows, doors, natural ventilation louvres, mechanical louvres, framing elements and sunshades. The composition of the facade components is designed by the project team based on specific project requirements.

The shaded walkway facade is oriented towards the school open play space to the north; the street facade with vertical fins and framing elements is oriented towards the trees along Green St. Colours and textures are to be applied to the metal balustrades, stair metal screening, wall facade panels, framing elements and sunshades to present the unique identity of the school. The colour selection is inspired by the existing distinctive blue window framing and sandstone wall cladding, as well as the rich warm tones of artworks spread throughout the school.

A pedestrian ramp is proposed to connect the Level 1 verandah of the proposed building to the Green St footpath. Although not required to meet NCC compliance for egress, the ramp does provide an alternative egress path for occupants of the building.

Figure 9 Site Plan (northern part of the view truncated)

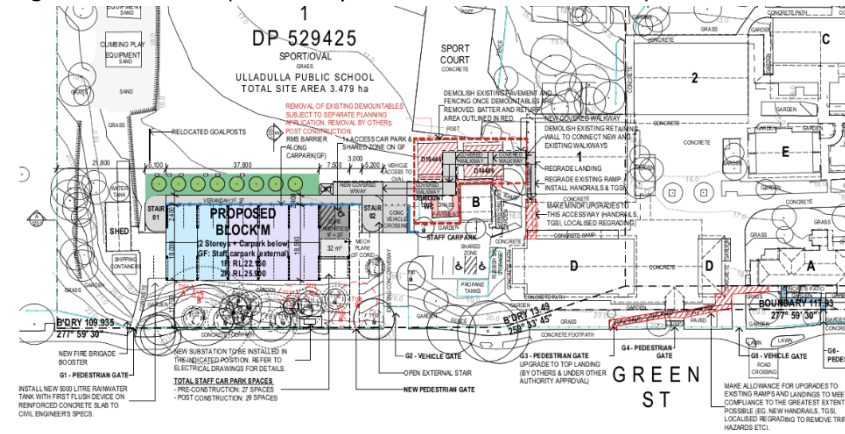
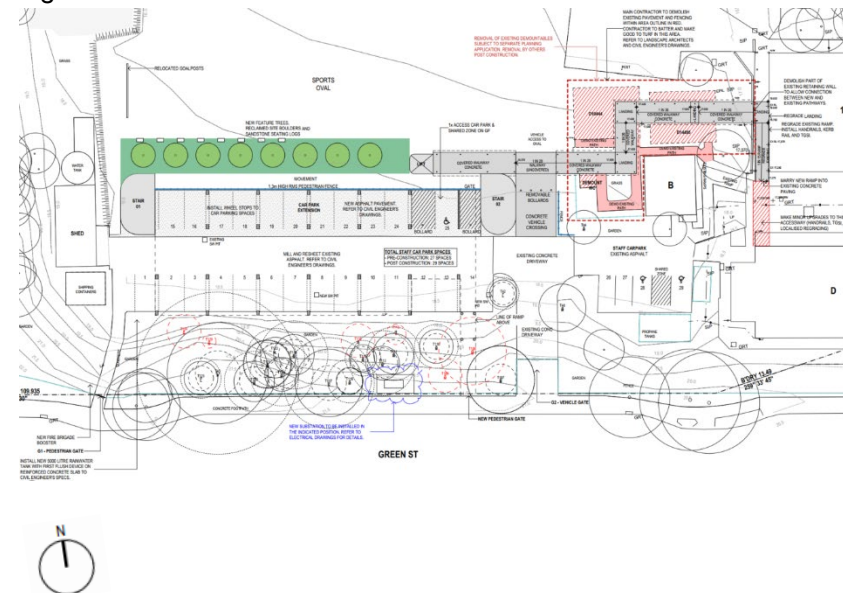


Figure 10 External Works Plan / Car Park



Source: Fulton Trotter Architects: Schematic Design drawings 2025

Figure 11 Site Section from Sports Field through to boundary / Green Street

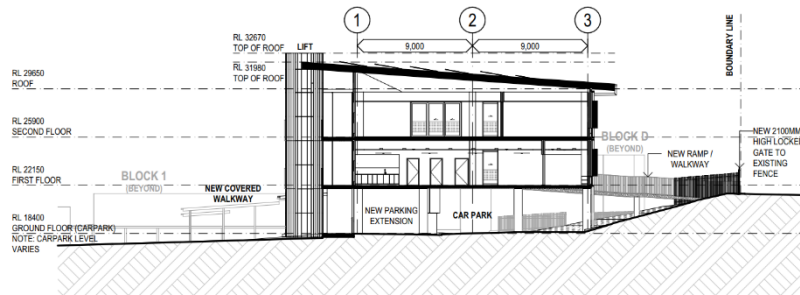
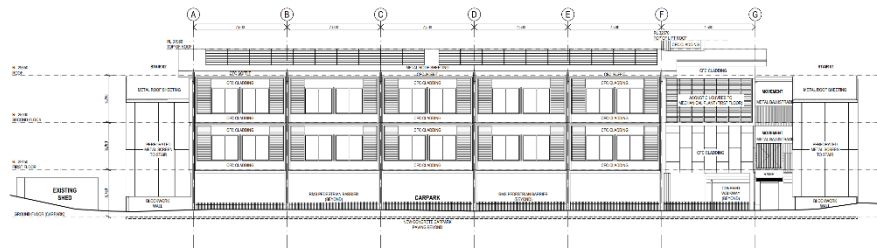


Figure 12 Southern Elevation / view from Green Street



Source: Fulton Trotter Architects: Schematic Design drawings 2025

4.2 MATERIALITY

Materials and finishes follow the SINSW Pattern Book Materials & Finishes principles to be contextual, durable, local & economical. The colour combination is inspired by the materiality and colours in and around the existing school context, including building facades elements and artworks.

Figure 13a & 13b Perspective views from Green Street entry (above) and view from Sports Field (below)



Source: Fulton Trotter Architects, 2025

4.3 VISUAL IMPACT ASSESSMENT

In addition to the items discussed below related to SEPP Transport and Infrastructure 2021, a summary of visual impact is as follows:

- **View – Green Street – looking North.** The proposed building is only partially visible from the street, being shielded by existing mature trees. The bulk of the building is minimised by the ground level being substantially lower than street level. There is minimal impact on the view to the school from the street frontage.

Figure 14 Site Location (Proposed building in red)



Image Source: Sixmaps

Figure 15 View from Green Street to proposed building location – extent of building noted.



Image Source: Google Streetview

4.4 OVERSHADOWING ASSESSMENT

Shadow studies were conducted for both Summer and Winter.

The shadows of the new building do not impact the neighbours. Similarly, given the extent of existing trees to the south of the proposed building and the distance to existing houses to the west, privacy of neighbours is of no impact.

Figure 16a - June 21 9am

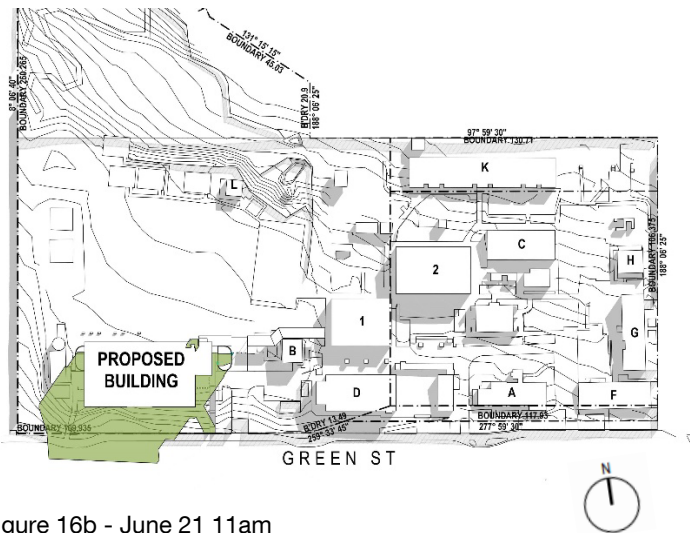


Figure 16b - June 21 11am

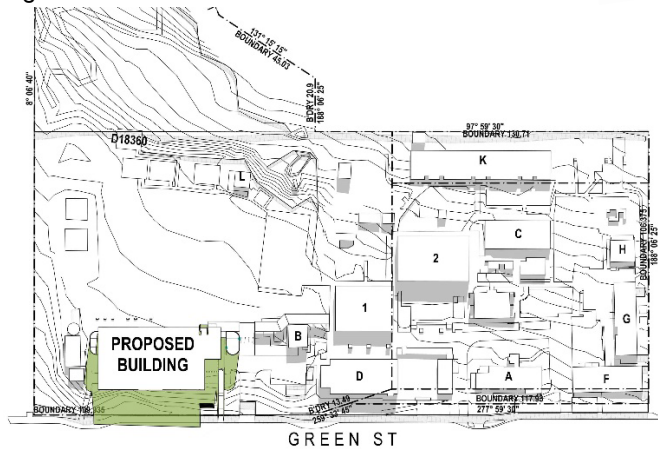


Figure 16c - June 21 1pm

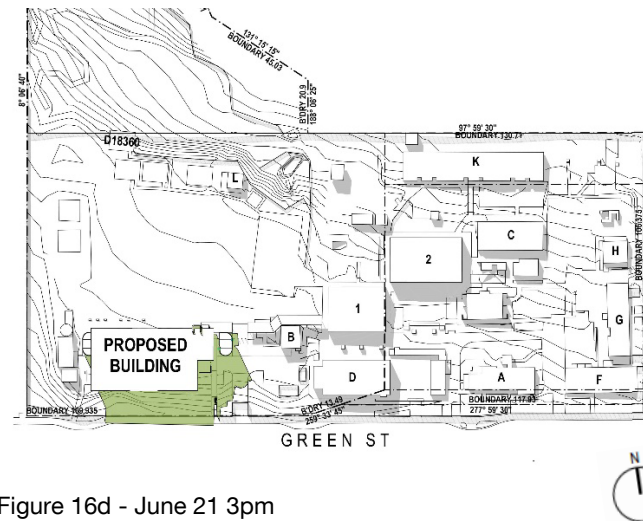


Figure 16d - June 21 3pm

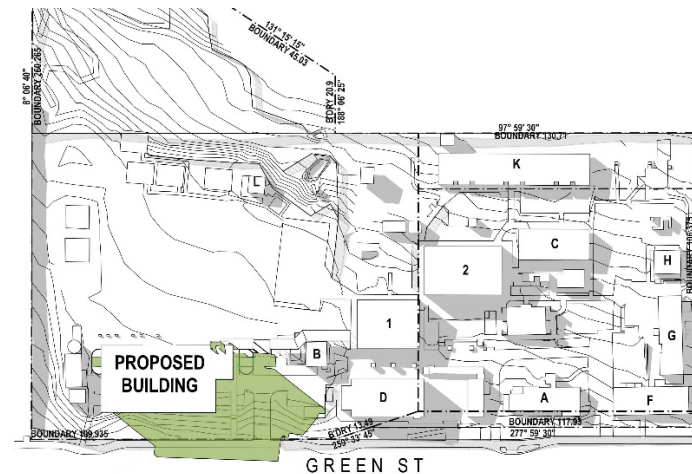


Figure 16g - Dec 21 1pm

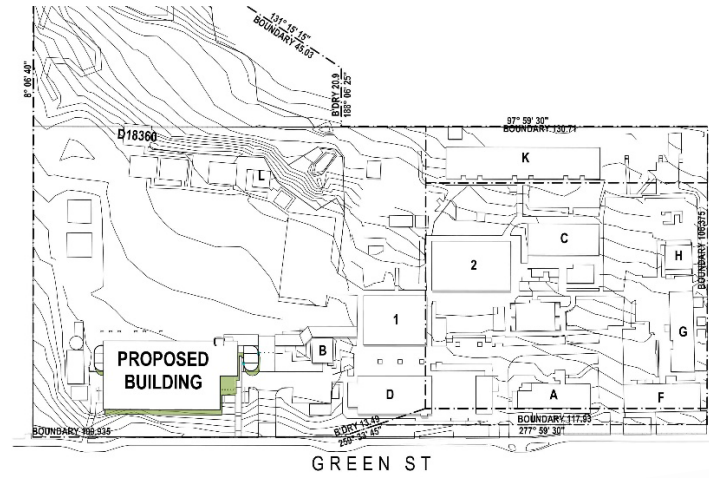


Figure 16h - Dec 21 3pm

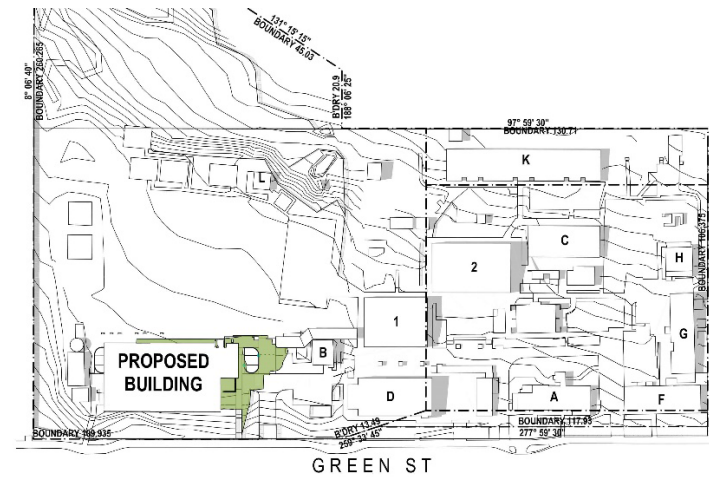


Figure 16e - Dec 21 9am

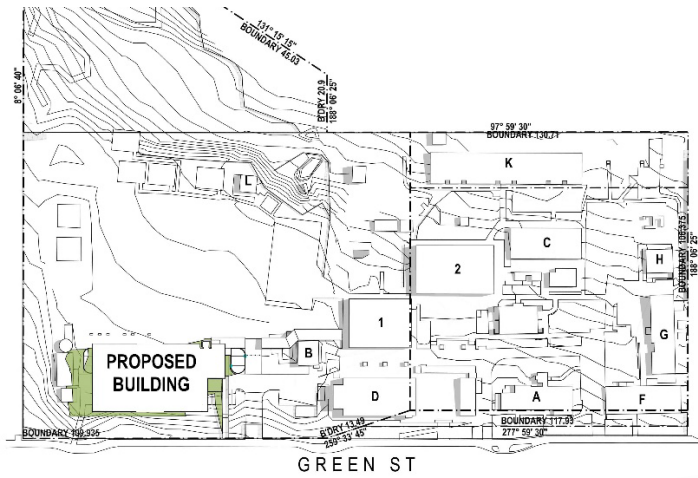
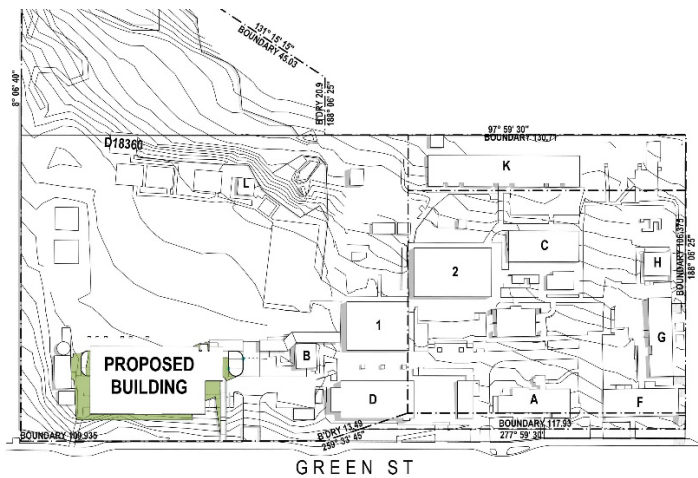


Figure 16f - Dec 21 11am



Source: Fulton Trotter Architects: Schematic Design drawings, 2025

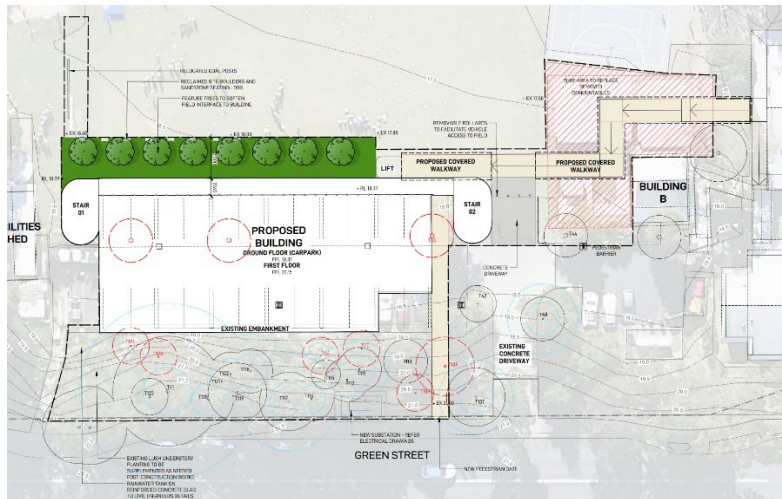
4.5 LANDSCAPE

The landscape design for the scheme is intended to integrate the proposed building works with the existing school grounds. Existing trees are to be protected and retained where possible, and adjacent landscape is to be remediated.

Carden beds have been utilised where appropriate to soften the building interface and canopy trees introduced to provide canopy and shade to the school grounds to provide a more comfortable outdoor environment for students with appropriate seating adjacent the sports fields.

Species selection has considered the existing character of the school grounds, as well as the need for safe and low maintenance planting in the learning environment. Native planting has been prioritised where appropriate to tie into the endemic plant communities and provide an opportunity for learning about the local ecosystems

Figure 17 Landscape Concept Drawing



Source: Ground Ink Landscape Architects, 2025



4.6 INDIGENOUS ARTWORK

The project has followed a simple approach in relation to Connecting With Country where the design aims to extend existing School arrangements. This includes current community connections expressed in school artworks. The project will include Indigenous artwork opportunities to internal areas of the building that continue existing Indigenous programs at the school.

Figure 18 Internal Artwork (extent in red, artwork to be confirmed)



Source: NSW Department of Education Pattern Book Volume 2, 2024

5 Response to State Environmental Planning Policy (Transport and Infrastructure) 2021

Schedule 8 Design Quality Principles in Schools (Chapter 3)

The following is a summary of the responses to the Design Quality Principles in Schools requirements in the State Environmental Planning Policy (Transport and Infrastructure) 2021.

In providing the design response to the 7 Design Quality Principles, consideration has also been given in relation to Better Placed Design Guide for Schools (Government Architect NSW Issue 2 2018) as follows:

- Education SEPP Design Quality Principles
- Design Considerations regarding how to meet the Education SEPP Design Quality Principles
- Integration of the Design Quality Principles with the School Infrastructure Pattern Book

Principle 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 streetscape and neighbouring sites.

The proposed development seeks to address this principle as follows:

- The building is positioned above the existing car park area to maintain as much of the existing play space as possible.

- Being set back considerably from the road frontage and maintaining the existing landscaping streetscape between the road and the building.
- North facing long elevation for maximum climate control.
- Additional landscape treatment that compliments the existing.

Principle 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.

The proposed development seeks to address this principle as follows:

- Building orientation with the main long elevation to the north and a high level of façade sun shading to minimise heat gain.
- Passive cooling using a high window area for natural ventilation, with adjacent proposed trees.
- Landscaping to external areas
- Regular column grid and open floor plates for maximum flexibility of layout in the future. Long life, loose fit.
- Robust, low maintenance materials.

- The external materials themselves are the final finish - no need for painting.

Principle 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.

The proposed development seeks to address this principle as follows:

- Part of design to provide safe and equitable access to the new building and to adjacent buildings on the site
- Providing ramp, stair and lift access for full accessibility.
- The development does not change the ability for the school facilities to be shared with the community.
- Providing ramp access direct from the street to the upper floor of the building.

Principle 4—Health and safe.

Good school design should support wellbeing 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.

The proposed development seeks to address this principle as follows:

- Part of design to provide safe and equitable access to the new building and to adjacent buildings on the site
- A layout that allows for good supervision.
- Internal spaces allowing supervision and visual connection.
- Building has high visibility

Principle 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 development, 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.

The proposed development seeks to address this principle as follows:

- Consistent layout of learning spaces and learning commons offering opportunities in furniture for different levels of openness or insularity.
- Sliding doors between spaces to increase flexibility of uses and spaces.
- Designated storage areas to minimise clutter.
- Clear circulation paths.
- Abundant natural light.
- Opportunity for natural as well as mechanical ventilation.
- A new building in an area of existing mature trees of a scale that is complementary to the surrounding area.

Principle 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.

The proposed development seeks to address this principle as follows:

- Regular column grid and open floor plates- maximum flexibly.
- Rational circulation.

- Consolidation of services and wet areas.
- Long life, loose fit.
- Sliding doors to increase flexibility of uses and spaces.
- Robust, low maintenance materials.
- The external materials themselves are the final finish- no need for painting.
- Abundant natural light.
- Natural as well as mechanical ventilation.

Principle 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 streetscape 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.

The proposed development seeks to address this principle as follows:

- In keeping with the scale of neighbouring buildings on the school site.

- The articulation of the structure, glazing and cladding to internal and external areas allows for variety within a consistent grid approach.
- The long elevations are designed with a depth of façade and a variety of materials which breaks down the scale of the building.
- The proposed building will have well-articulated elevations comprising a simple unobtrusive contemporary aesthetic with colours and materials relating to existing buildings and will sit comfortably in the setting.